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ABSTRACT

Project Basic Effective Strategies for Teaching (BEST) is a long-range three-year staff development program designed to provide teachers and administrators in the Austin (Texas) Independent School District with a common language and instructional plan. It is applicable to all subject areas and at all grade levels. This document contains the final technical report on Project BEST, responding to the following questions: (1) What is Project BEST; (2) Were sessions implemented as planned; (3) How did staff rate BEST sessions' quality; (4) Did BEST improve instructional leadership; (5) Was Best considered useful; and (6) Has BEST accomplished its goals for 1984-85. An Executive Summary lists the major positive findings and the major findings requiring action. The appendices include materials and information on the following topics: (1) districtwide surveys; (2) staff development evaluations; (3) check of understanding; (4) BEST observations; (5) instructional nominations; (6) achievement--Texas Assessment of Basic Skills, Iowa Tests of Basic Skills, Tests of Achievement and Proficiency; and (7) district records. (PN)

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PROJECT BEST: 1984-85

Final Technical Report

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PROJECT BEST: 1984-85

Final Technical Report

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PAINTING PICTURES OF DISTRICT PROJECTS 1984-85: PROJECT BEST

EXECUTIVE SUMMARY

AUTHOR: Nancy Schuyler

OTHER CONTACT PERSONS: David Doss, Glynn Ligon

MAJOR POSITIVE FINDINGS

1. Two thirds of the teachers surveyed indicated BEST has reinforced their teaching skills and helped them recognize the elements of good teaching.

2. Teachers are implementing Project BEST in the classroom. Two thirds of the teachers report applying Project BEST information usually or often; 94% apply it at least sometimes.

3. Over three fourths of AISD administrators believe BEST has improved their instructional leadership skills and facilitated better communication between teachers and administrators.

4. Nearly all administrators (91%) see a need for the strategies and content of Project BEST.

5. All 1984-85 required staff development sessions and almost all optional sessions were conducted. Attendance was high at all sessions. Makeup sessions were made available to those who missed required sessions.

6. Session quality was rated high by teachers and administrators in attendance.

MAJOR FINDINGS REQUIRING ACTION

1. Teachers are less positive than administrators in some of their attitudes towards Project BEST. Less than half believe:

   - BEST has made them more effective teachers,
   - Campus administrators have provided better leadership this year.

2. A better system for keeping attendance at BEST sessions should be considered for next year.

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PROJECT BEST

WHAT IS PROJECT BEST?

General Description

Project BEST is:

- A long-range three-year staff development program based on Basic Effective Strategies for Teaching.
- Based on the educational research and theories of Madeline Hunter, others, and the Teacher Expectations and Student Achievement project (TESA).
- Designed to provide teachers and administrators with a common language and a way to think about and plan for instruction.
- Applicable to presentations in any subject area and any grade level.

Project BEST 1984-85

Goals. During the first year, primary goals were to:

- Improve administrative leadership skills, and
- Introduce the elements of lesson design and factors of motivation for effective teaching to administrators and teachers.

Required Sessions. Three sessions were required in 1984-85:

- Two three-hour sessions on lesson design, and
- One three-hour session on motivation.
- Administrators were trained first. They subsequently provided training to teachers and other professionals on campus.

ELEMENTS OF LESSON DESIGN
1. Anticipatory set
2. Stating the objective
3. Providing information
4. Modeling
5. Checking for understanding
6. Guiding initial practice
7. Independent practice

FACTORS OF MOTIVATION
1. Concern
2. Feeling tone
3. Interest
4. Success
5. Knowledge of results
6. Intrinsic vs. extrinsic

Optional Sessions. The following were planned for 1984-85:

- A one-week overview of BEST,
- Two Hunter Institutes for principal/teacher teams and selected central administrators,
- Follow-up sessions on motivation with principals,
- Follow-up sessions on motivation with campus professionals,
- Training on eight selected topics (as time allowed) such as using the chalkboard, seatwork, and giving directions.

Development of Training Modules:

The Administrative Leadership Committee was formed to guide the development of the training modules and monitor the progress of Project BEST. It included central and school administrators and teachers.

The Project BEST Writing Committee (a team of administrators) developed the training modules. Some materials were purchased (e.g., Madeline Hunter training tapes) with the rest developed by AISD. Materials were piloted with a Teacher Review Committee.

Written materials, videotapes, and group and individual exercises were used in the training. Administrators' notebooks included instructions to follow in conducting campus training sessions.

Budget

Allocation 1984-85 : $67,442
Expenditure as of May, 1985: $45,954
Cost per Trainee : $ 10 (about 4,500 were trained)

These figures do not include staff time.

WERE BEST SESSIONS IMPLEMENTED AS PLANNED?

Sessions Held

All required and optional sessions took place with one exception. Time did not allow the development of any of the eight optional modules on selected topics like using the chalkboard, seatwork, and following directions. Some of these topics were covered through tapes shown on AISD's Cable Channel 8, workshops at schools, and in other ways. A handbook of BEST coaching strategies was also developed and presented to school administrators.

Staff Trained

A sample of half of AISD's teachers and all school administrators were asked whether they attended the required training sessions held on dates from August through November. The percent reporting attendance is shown below.

Topic	Percent Attending	
	Teachers	Administrators
Lesson Design 1	93.4%	89.7%
Lesson Design 2	93.8%	89.7%
Motivation	91.9%	82.1% *

*Administrators were asked about attendance at the October 10 session only. The session was repeated October 11 and 12.

- About 90% of teachers and administrators reported attending all sessions except motivation for administrators (82%). Lower attendance was anticipated at the October 10 motivation session because it was held on a regular school day. The session was repeated October 11 and 12 for those who could not attend.
- Teachers' attendance rates were slightly higher than those for administrators. Some administrators may have opted to receive training at a later date on campus.

Staff Development sent notices of makeup sessions available in June and August to professionals and administrators reported absent or not yet hired as of training dates (based on Personnel Office records). This system was not perfect, in that professionals not required to attend sessions were sent notices of makeups, and some teachers sent notices indicated they did attend. Also, some teachers may have missed the session who did not have an absence reported or who had their absence processed with some later date's absence. A total of 688 staff missed the three sessions based on these records. Of these:

- 477 (65%) signed up for makeup sessions;
- 129 (19%) indicated they had attended the session or made it up elsewhere (Region XIII or on a local campus);
- 62 (9%) had left AISD (retired or resigned);
- 45 (7%) did not respond..

A better system for documentation of attendance should be considered for next year. A "transcript" card similar to that used for time equivalence credit or a computerized attendance form are two options.

Attendance had to be limited at the June Overview and October Hunter Institute for space reasons. About two thirds of the administrators surveyed reported they were able to attend.

HOW DID STAFF RATE BEST SESSIONS' QUALITY?

Staff Development Rating Forms

Teachers rated the quality of each session immediately after it took place. Ratings were given for ten qualities of presenters and the topic on a one (low) to five (high) scale. Average ratings for each session and both combined are given below.

Teachers' Level	Lesson Design	Motivation	Both
Elementary	4.63	4.67	4.65
Junior High	4.30	4.36	4.32
Senior High	4.51	4.40	4.47
Total	4.56	4.59	4.58

As the chart shows:

- All sessions were rated to be of very high quality.
- Elementary teachers rated BEST sessions the highest, followed by senior high and finally junior high teachers.
- The lesson design and motivation sessions were rated to be of about the same high quality.

Although all qualities were rated high,

- Clarity of objectives, ability to stay on task, and degree of organization received the highest ratings;
- Usefulness/relevance of content received the lowest ratings (although still rated above 4.1).

Administrators' ratings were available only for the motivation session. They also rated session quality very high (4.4 on the average).

Districtwide Survey Items

Two items on the fall teacher and administrator surveys addressed the quality of BEST training sessions.

- Over three fourths of both teachers and administrators believed trainers were well prepared.
- Three fourths of the administrators and one half of the teachers liked the way BEST information was shared (videotapes, presenters, exercises).

DID BEST IMPROVE INSTRUCTIONAL LEADERSHIP?

Districtwide Survey Items

Figure 1 shows administrator and teacher responses to survey items on administrative instructional leadership.

- Most administrators believe BEST has improved their instructional leadership skills (83%) and their instructional feedback to staff (72%).
- Smaller percentages of teachers recognized a difference. Fewer than half of the teachers indicated their campus administrators provided more instructional leadership or more helpful instructional feedback this year as compared to last. A large percentage of teachers were neutral or unsure on these items (some teachers may not have had the same administrators last year).
- By spring, about two thirds of the teachers indicated an administrator had provided feedback to them on at least one element of lesson design and one factor of motivation.

Improving instructional leadership was a major goal for 1984-85. More administrators believe BEST has improved their instructional leadership than do teachers. Most teachers do acknowledge, however, that they have received feedback on BEST from administrators this year. Ratings of

staff development reported earlier also suggest most teachers felt administrators were well prepared as presenters for training sessions. Some teachers may have felt their campus administrators already had strong instructional leadership skills and therefore did not improve with BEST.

Key: Agree = Strongly agree, agree Neutral = Neutral, don't know, not applicable
Disagree = Disagree, strongly disagree

Administrators Surveys: Fall = Fall Adms. Spring = Spring Adms.

	Surveys	% Agree	% Neutral	% Disagree
Project BEST has improved my instructional leadership skills.	Fall Adms.	83	15	2
	Spring Adms.	82	17	1
My principal has provided more instructional leadership this year than last year because of Project BEST.	Fall Adms.	44	39	17
	Spring Adms.	28	49	23
I have provided more helpful instructional feedback to staff this year than last because of Project BEST.	Spring Adms.	72	22	6
My campus administrators have provided more helpful instructional leadership this year than last because of Project BEST.	Spring Teachers	31	43	36
An administrator has given me feedback on at least one element of lesson design.	Fall Teachers	64	15	21
	Spring Teachers	67	15	18
An administrator has given me feedback on my use of at least one factor of motivational theory.	Fall Teachers	51	19	31
	Spring Teachers	61	17	23
Project BEST is facilitating better communication about instruction between teachers and campus administrators.	Fall Teachers	39	33	28
	Spring Teachers	44	33	24
	Fall Adms.	79	12	9
	Spring Adms.	78	17	5

Figure 1. RESPONSES TO FALL AND SPRING DISTRICTWIDE SURVEY ITEMS RELATED TO BEST INSTRUCTIONAL LEADERSHIP.

BEST Observations

Administrators were given walk-through BEST observation pads to give teachers feedback after informal observations. Feedback could be on BEST or other matters. Forms were used more extensively at the elementary than the secondary level in 1984-85. A random sample of elementary and secondary school administrators were asked to turn in these forms.

A review of these forms indicated that:

- Administrators are incorporating BEST terminology in their communications with teachers. Most observations received included a mention of one or more elements or factors.
- Elements of lesson design were mentioned more often than factors of motivation.

WAS BEST CONSIDERED USEFUL? WAS IT APPLIED IN THE CLASSROOM?

Districtwide Surveys

Responses to survey items related to the usefulness and application of Project BEST information indicate that:

- Two thirds of the teachers believe BEST reinforced their teaching skills and helped them recognize the elements of good teaching. Two thirds usually or often applied BEST information in the classroom--94% did at least sometimes.
- Less than half of the teachers believe BEST had taught them new skills (42%) or made them a more effective classroom teacher (42%).
- While 91% of administrators believe AISD staff need Project BEST, only 58% of teachers do.

Key: Agree = Strongly agree, agree; Disagree = Disagree, strongly disagree; Neutral = Neutral, don't know, not applicable

Administrators Surveys: Fall = Fall Adms. Spring = Spring Adms.

U/O = Usually/Often Some = Sometimes S/N = Seldom/Never

	Surveys	% Agree	% Neutral	% Disagree
Project BEST has helped me recognize the elements of good teaching.	Fall Teachers	61	22	16
	Spring Teachers	61	23	16
	Fall Adms.	84	8	8
Project BEST has reinforced my teaching skills.	Spring Teachers	67	21	11
Project BEST has made me a more effective classroom teacher.	Spring Teachers	42	35	23
Project BEST has taught me new skills.	Spring Teachers	42	29	29
AISD staff need the content and strategies of Project BEST.	Fall Teachers	58	23	20
	Fall Adms.	91	7	2
		U/O	Some	S/N
I have applied Project BEST information on lesson design to my classroom instruction.	Fall Teachers	63	31	6
	Spring Teachers	66	28	6
I have applied Project BEST information on motivation theory to my classroom instruction	Fall Teachers	60	34	6
	Spring Teachers	62	32	6

Figure 2. RESPONSES TO DISTRICTWIDE SURVEY ITEMS ON USEFULNESS AND IMPLEMENTATION OF BEST.

The goal for this first year was simply to introduce lesson design and motivation. High implementation was not expected immediately. Teachers seem willing to say BEST has reinforced their skills but not that it has improved them. It may be that teachers felt they already knew and used much of the BEST information. Administrators may see greater need for BEST than teachers because they:

- Are further away from classroom teaching,
- Need a way to assess teacher effectiveness,
- Were more involved in BEST's development,
- Generally received more training overall.

Check of Understanding

Teachers were asked to name the seven elements of lesson design at the motivation session held one and two months after lesson design training. A random sample was checked. The results of this check of understanding are shown below.

- Over three fourths of the teachers identified all seven elements of lesson design correctly.
- Only 4% knew three or fewer elements.

NUMBER OF ELEMENTS N=253	TEACHERS IDENTIFYING CORRECTLY NUMBER	PERCENT	CUMULATIVE %
0	0	--	0
1	4	1.6	1.6
2	3	1.2	2.8
3	3	1.2	4.0
4	12	4.7	8.7
5	10	4.0	12.7
6	21	8.3	21.0
7	200	79.0	100.0

HAS BEST ACCOMPLISHED ITS GOALS FOR 1984-85?

BEST has accomplished its goals for 1984-85.

- All required sessions were held.
- Session quality was considered high.
- Administrators believe it has improved their instructional leadership ability.
- Teachers indicate it has reinforced their teaching skills and that they are implementing BEST in the classroom.

BEST trainers might work towards improvement of:

- Teachers' perceptions of the ability of BEST to:
  -Make them more effective teachers, and
  -Make their administrators more effective instructional leaders.
- The record-keeping system for attendance at sessions.

BIBLIOGRAPHY

Schuyler, N. PROJECT BEST: 1984-85 final technical report. Austin, TX: Office of Research and Evaluation (Publication No. 84.45), Austin Independent School District, June, 1985.

The final technical report provides information on questions addressed, procedures employed, and results found in the 1984-85 evaluation of Project BEST.

Project BEST

Appendix A

DISTRICTWIDE SURVEYS

PROJECT BEST
DISTRICTWIDE SURVEYS

Purpose

Districtwide surveys of teachers and administrators provided information on:

Decision Question D1: Should Project BEST be continued as is, modified, or discontinued?

Evaluation Question D1-1. To what extent was Project BEST implemented? Did staff receive training as planned?

Evaluation Question D1-2. Did staff consider the quantity and quality of the training adequate?

Information Need I2. Did schools provide additional training or followup?

Information Need I3. Which training sessions have been completed by each teacher and administrator?

Procedure

Survey items on implementation of Project BEST were included in districtwide surveys of teachers and administrators conducted in the fall of 1984 and spring of 1985.

Item Development

Fall Survey. The District Priorities evaluator met with the Administrative Leadership Committee early in the fall to discuss the evaluation design. A small group of five was assigned to work as an evaluation subcommittee. A meeting was held early in October to discuss possible survey items for administrators and teachers. The group made some useful suggestions. These draft items were shared with the evaluation subcommittee (see Attachment A-1) and the Assistant Superintendents of Elementary and Secondary Education. The Assistant Superintendents of Elementary Education (the chairperson of the Administrative Leadership Committee) also provided some valuable comments.

Spring Survey. In January, the results of the fall survey were shared with the Administrative Leadership Committee

A list of possible items to repeat on the spring survey was also shared and discussed (the Assistant Superintendent of Elementary Education received this information before the meeting). Attachment A-2 shows the list of survey questions shared. After this discussion, a few wording changes were made and a list of questions was shared with the Assistant Superintendent for Elementary Education, the Coordinator of Elementary Staff Development, and ORE staff before being finalized (see Attachment A-3).

Survey Administration

More complete details on districtwide survey procedures can be found in ORE Publication Number 84.20. Basically, fall surveys were sent to teachers November 8 and administrators November 14. Approximately half of the teachers (randomly selected) and all of the school administrators were surveyed as part of a districtwide survey. Spring surveys to the rest of AISD's teachers and all school administrators were sent March 19 and 25, respectively. One reminder was sent both in the fall and spring.

The items were in a pool of items randomly assigned to teachers and administrators--sample sizes are shown for each item in Figure A-1 through A-4.

The number and percent of respondents giving each option was determined by District Priorities' programmer/data analyst.

Results

Complete responses are shown in the following figures.

Figure A-1: Fall teacher responses
Figure A-2: Spring teacher responses
Figure A-3: Fall administrator responses
Figure A-4: Spring administrator responses

A comparison of the responses of teachers in the fall and spring and administrators in the fall and spring follows. Questions sent out to one or both groups in the fall and spring are shown.

ITEM		A[1]	N	D
Project BEST is facilitating better communication (about instruction--spring only) between teachers and campus administrators.	FT[2]	39	33	28
	ST[3]	44	33	24
	FA[4]	79	12	9
	SA[5]	78	17	5
Project BEST has helped me recognize the elements of good teaching.	FT	61	22	16
	ST	61	23	16
	FA	84	8	8

A[1] = Strongly Agree, Agree N = Neutral, Don't Know, Not Sure,
D = Disagree, Strongly Disagree
[2]=Fall teacher survey [3]=Spring teacher survey
[4]=Fall administrator survey [5]=Spring administrator survey

		A	N	D
My principal has provided more instructional leadership this year than last year because of Project BEST.	FT#1	44	39	17
	ST#14	28	49	23
Project BEST has improved my instructional leadership skills.	FA#5	83	15	2
	SA#11	82	17	1
An administrator has given me feedback on at least one element of lesson design.	FT#46	64	15	21
	ST#19	67	15	18

		A	N	D
An administrator has given me feedback on my use of at least one factor of motivational theory.	FT#47	51	19	31
	ST#20	61	17	23

		U/O[2]	Some	S/N
I have applied Project BEST information on lesson design to my classroom instruction.	FT#55	63	31	6
	ST#29	66	28	6
I have applied Project BEST information on motivation theory to my classroom instruction.	FT#56	60	34	6
	ST#30	62	32	6
The Project BEST trainers were well prepared.	FT#3	77	15	8
	FA#2	86	14	0
I like the way Project BEST information was shared (video-tapes, presenters, exercises).	FT#4	51	31	19
	FA#3	79	14	7
AISD staff need the content and strategies of Project BEST.	FT#10	58	23	20
	FA#10	91	7	2

[2]U/O = Usually/Often Some = Sometimes S/N = Seldom/Never

Evaluation Questions and Information Needs

Evaluation Question D1-1. To what extent was Project BEST implemented? Did staff receive training as planned?

Information Need I3. Which training sessions have been completed by each teacher and administrator?

Training. The fall surveys were distributed shortly after the last required workshop. All teachers were required to attend three workshops. Nearly all (92-94%) of those surveyed indicated that they attended.

Date	Topic	Percent Attending
August 23	Lesson Design-- First four Elements	93.4%
September 26	Lesson Design-- Last three Elements	93.8%
October 26	Motivation	91.9%

Of course, with approximately 3,500 teachers in AISD, this suggests 231 missed Lesson Design I, 217 missed Lesson Design II, and 280 missed Motivation. Personnel records (absence reports and hiring dates) indicated that 688 professional staff missed one or more sessions. These staff received notices of makeup sessions scheduled for summer of 1985. Appendix G provides more details.

Administrators had two lesson design and one motivation workshop before the teachers' training. Administrators served as presenters for teacher sessions. The motivation session was originally held at the October 10 General Administrators' meeting (a regular school day); it was repeated October 11 and 12 so that assistant principals and helping teachers who had to stay on campus October 10 could attend. Although all eligible returned registration forms, a few did not attend. The districtwide survey only addressed the attendance of school administrators on August 2 and 3 for Lesson Design and October 10 for Motivation. The percentage reporting attendance is shown below.

Date	Topic	Percent Attending
August 2-3	Lesson Design	89.7%
October 10	Motivation	82.1%

The Coordinator for Staff Development indicated some administrators (e.g. some assistant principals) were not on contract August 2 and 3. All received notices of the workshop, but some may have opted not to attend. Some administrators may also have received the training at a school presentation. Administrators who were absent or not yet hired on the workshop dates received notices of available sessions in summer, 1985.

Three workshops were also held for more limited audiences. Principal/teacher teams plus selected central administrators were invited. The percent of school administrators reporting attendance follows.

Date	Topic	Percent Attending
June 25-29	Project BEST Overview	61.2%
September 1-3	Hunter Institute	37.7%*
October 3-4	Hunter Institute	64.2%

*The figure for the September Hunter Institute is probably low because the location of the workshop was incorrectly listed in the survey item as the LBJ Library rather than Eanes ISD--also, attendance was restricted to 200.

Implementation. The districtwide surveys addressed implementation of Project BEST by teachers and administrators.

1. About two thirds of the teachers indicate an administrator had given them feedback on at least one element of lesson design and one factor of motivation.

2. Over three fourths of the administrators (84%) and two thirds of the teachers (61%) believed BEST helped them recognize the elements of good teaching.

3. Most administrators (83%) felt BEST improved their instructional leadership skills.

   Smaller percentages of teachers recognized a difference. Last fall, 44% agreed their principal provided more instructional leadership this year than last because of BEST (with 39% neutral and 17% disagreeing); this spring, only 28% agreed with 49% neutral and 23% disagreeing. Some of those who responded neutral or don't know may not have been with AISD last year.

   In a related question this spring, 31% of the teachers indicated their campus administrators had provided more helpful instructional feedback this year than last because of Project BEST (26% disagreed). On the other hand, 72% of the administrators believed their instructional feedback was more helpful this year.

   Two thirds of the teachers (67%) agreed BEST had reinforced their teaching skills, (21% were neutral and 11% disagreed).

   It may be that some teachers who already considered themselves effective could agree with the third statement but not the first two.

4. About two thirds of the teachers said they usually or often applied BEST lesson design and motivation theory to their classroom instruction--94% applied BEST at least sometimes.

Teachers were asked which element of lesson design they applied most and least often this year. Administrators were asked which they had seen applied most and least often.

The percentage selecting each is shown below.

Teachers	Administrators
Most Often	**Most Often**
1. Setting objective (21%)	1. Providing input (30%)
2. Anticipatory set (21%)	2. Setting objective (21%)
3. Checking understanding (17%)	3. Checking understanding (20%)
4. Modeling (17%)	4. Guiding initial practice (13%)
5. Guiding initial practice (11%)	5. Anticipatory set (7%)
6. Providing input (10%)	6. Independent practice (11%)
7. Providing independent practice (3%)	7. Modeling (2%)
Least Often	**Least Often**
1. Anticipatory set (37%)	1. Anticipatory Set (22%)
2. Independent practice (17%)	2. Checking Understanding (22%)
3. Setting objective (15%)	3. Setting objective (17%)
4. Guiding initial practice (12%)	4. Guiding initial practice (15%)
5. Modeling (10%)	5. Modeling (11%)
6. Checking understanding (8%)	6. Independent practice (11%)
7. Providing input (3%)	7. Providing input (2%)

After BEST training:

- Many teachers report applying and administrators report seeing objectives set and understanding checked.
- Anticipatory sets are mentioned as the most often and least often applied element by large groups of teachers. Administrators reported seeing anticipatory sets applied infrequently.
- Teachers' responses suggest that independent practice is used infrequently.

Administrators were also asked which factor of motivation theory they had seen applied most and least often this year.

Most Often	Least Often
1. Concern (27%)	1. Intrinsic vs. extrinsic (50%)
2. Feeling tone (25%)	2. Knowledge of results (19%)
3. Knowledge of results (18%)	3. Interest (15%)
4. Interest (12%)	4. Success (7%)
5. Success (12%)	5. Feeling tone (6%)
6. Intrinsic vs. extrinsic (6%)	6. Concern (3%)

Concern and feeling tone appeared to be applied the most.

Evaluation Question D1-2. Did staff consider the quantity and quality of the training adequate?

Both the administrators and teachers were fairly positive about the Project BEST training. However, administrators were more positive than teachers. This could be because administrators:

1. Were more familiar with the rationale for the training,
2. Were more involved in the development of the training,
3. Were able to attend more training than teachers and hear Madeline Hunter in person in many cases, or
4. Served as trainers themselves in many cases and therefore studied the material more closely.

Overall responses for relevant items are listed below. Figures A-1 to A-4 and staff development evaluations (Appendix B) also provide relevant information.

1. Three fourths of the teachers and administrators (77 and 86%) indicated trainers were well prepared.

2. Half of the teachers (51%) and 79% of the administrators liked the way information was shared (videotapes, presenters, exercises) with one third (31% of the teachers) and 13% of the administrators neutral.

3. Three fourths of the administrators and almost half (44%) of the teachers (with 33% of the teachers and 17% of the administrators neutral), indicated BEST is facilitating better communication between teachers and administrators on campus. A smaller percentage (38%) of teachers (38%) agreed that BEST facilitated communication among professionals on their campus.

4. Last fall, 58% of the teachers and 91% of the administrators agreed that AISD staff needed the content and strategies of Project BEST, 23% of the teachers were neutral and 20% disagreed while 7% of the administrators were neutral and 2% disagreed.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSES TO THE FALL 1984 TEACHER SURVEY

2. PROJECT BEST IS FACILITATING BETTER COMMUNICATION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	244/319 76.5%	15 6.1%	81 33.2%	76 31.1%	48 19.7%	20 8.2%	4 1.6%
ELEMENTARY	141	12 8.5%	46 32.6%	46 32.6%	27 19.1%	6 4.3%	4 2.8%
JR HIGH	31	1 3.2%	11 35.5%	14 45.2%	3 9.7%	2 6.5%	0 0.0%
HIGH SCH	72	2 2.8%	24 33.3%	16 22.2%	18 25.0%	12 16.7%	0 0.0%
SECONDARY	103	3 2.9%	35 34.0%	30 29.1%	21 20.4%	14 13.6%	0 0.0%

3. THE PROJECT BEST TRAINERS WERE WELL PREPARED.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	232/311 74.6%	75 32.3%	103 44.4%	34 14.7%	11 4.7%	7 3.0%	2 0.9%
ELEMENTARY	133	43 32.3%	59 44.4%	19 14.3%	6 4.5%	5 3.8%	1 0.8%
JR HIGH	28	9 32.1%	11 39.3%	4 14.3%	3 10.7%	1 3.6%	0 0.0%
HIGH SCH	71	23 32.4%	33 46.5%	11 15.5%	2 2.8%	1 1.4%	1 1.4%
SECONDARY	99	32 32.3%	44 44.4%	15 15.2%	5 5.1%	2 2.0%	1 1.0%

4. I LIKE THE WAY PROJECT BEST INFORMATION WAS SHARED (VIDEOTAPES, PRESENTERS, EXERCISES).
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	244/311 78.5%	26 10.7%	97 39.8%	74 30.3%	34 13.9%	12 4.9%	1 0.4%
ELEMENTARY	127	17 13.4%	53 41.7%	35 27.6%	16 12.6%	5 3.9%	1 0.8%
JR HIGH	41	3 7.3%	14 34.1%	14 34.1%	6 14.6%	4 9.8%	0 0.0%
HIGH SCH	74	6 7.9%	30 39.5%	25 32.9%	12 15.8%	3 3.9%	0 0.0%
SECONDARY	117	9 7.7%	44 37.6%	39 33.3%	18 15.4%	7 6.0%	0 0.0%

Figure A-1. TEACHER RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 1 of 4)

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5. PROJECT BEST HAS HELPED ME RECOGNIZE THE ELEMENTS OF GOOD TEACHING.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	249/314 79.3%	30 12.0%	123 49.4%	54 21.7%	28 11.2%	13 5.2%	1 0.4%
ELEMENTARY	132	19 14.4%	70 53.0%	28 21.2%	10 7.6%	5 3.8%	0 0.0%
JR HIGH	31	4 12.9%	13 41.9%	8 25.8%	5 16.1%	1 3.2%	0 0.0%
HIGH SCH	86	7 8.1%	40 46.5%	18 20.9%	13 15.1%	7 8.1%	1 1.2%
SECONDARY	117	11 9.4%	53 45.3%	26 22.2%	18 15.4%	8 6.8%	1 0.9%

1. MY PRINCIPAL HAS PROVIDED MORE INSTRUCTIONAL LEADERSHIP THIS YEAR THAN LAST YEAR BECAUSE OF PROJECT BEST.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	226/291 77.7%	30 13.3%	69 30.5%	56 24.8%	26 11.5%	12 5.3%	33 14.6%
ELEMENTARY	128	17 13.3%	45 35.2%	31 24.2%	11 8.6%	3 2.3%	21 16.4%
JR HIGH	31	3 9.7%	7 22.6%	7 22.6%	6 19.4%	4 12.9%	4 12.9%
HIGH SCH	67	10 14.9%	17 25.4%	18 26.9%	9 13.4%	5 7.5%	8 11.9%
SECONDARY	98	13 13.3%	24 24.5%	25 25.5%	15 15.3%	9 9.2%	12 12.2%

10. AISD STAFF NEED THE CONTENT AND STRATEGIES OF PROJECT BEST.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	253/332 76.2%	34 13.4%	112 44.3%	54 21.3%	31 12.3%	19 7.5%	3 1.2%
ELEMENTARY	128	24 18.8%	59 46.1%	25 19.5%	16 12.5%	4 3.1%	0 0.0%
JR HIGH	42	5 11.9%	18 42.9%	12 28.6%	2 4.8%	4 9.5%	1 2.4%
HIGH SCH	83	5 6.0%	35 42.2%	17 20.5%	13 15.7%	11 13.3%	2 2.4%
SECONDARY	125	10 8.0%	53 42.4%	29 23.2%	15 12.0%	15 12.0%	3 2.4%

Figure A-1. TEACHER RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 2 of 4)

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46. AN ADMINISTRTATOR HAS GIVEN ME FEEDBACK ON MY IMPLEMENTATION OF AT LEAST ONE ELEMENT OF LESSON DESIGN.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	231/313 73.8%	48 20.8%	100 43.3%	20 8.7%	28 12.1%	21 9.1%	14 6.1%
ELEMENTARY	127	34 26.8%	61 48.0%	9 7.1%	13 10.2%	6 4.7%	4 3.1%
JR HIGH	31	8 25.8%	10 32.3%	3 9.7%	2 6.5%	4 12.9%	4 12.9%
HIGH SCH	73	6 8.2%	29 39.7%	8 11.0%	13 17.8%	11 15.1%	6 8.2%
SECONDARY	104	14 13.5%	39 37.5%	11 10.6%	15 14.4%	15 14.4%	10 9.6%

47. AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY USE OF AT LEAST ONE FACTOR OF MOTIVATION THEORY.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	226/304 74.3%	39 17.3%	76 33.6%	25 11.1%	44 19.5%	25 11.1%	17 7.5%
ELEMENTARY	114	24 21.1%	42 36.8%	12 10.5%	20 17.5%	10 8.8%	6 5.3%
JR HIGH	42	9 21.4%	13 31.0%	7 16.7%	7 16.7%	5 11.9%	1 2.4%
HIGH SCH	70	6 8.6%	21 30.0%	6 8.6%	17 24.3%	10 14.3%	10 14.3%
SECONDARY	112	15 13.4%	34 30.4%	13 11.6%	24 21.4%	15 13.4%	11 9.8%

55. I HAVE APPLIED PROJECT BEST INFORMATION ON LESSON DESIGN TO MY CLASSROOM INSTRUCTION.
A. USUALLY B. OFTEN C. SOMETIMES D. SELDOM E. NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	229/241 95.0%	66 28.8%	78 34.1%	71 31.0%	9 3.9%	5 2.2%
ELEMENTARY	124	44 35.5%	44 35.5%	32 25.8%	2 1.6%	2 1.6%
JR HIGH	32	11 34.4%	12 37.5%	8 25.0%	1 3.1%	0 0.0%
HIGH SCH	73	11 15.1%	22 30.1%	31 42.5%	6 8.2%	3 4.1%
SECONDARY	105	22 21.0%	34 32.4%	39 37.1%	7 6.7%	3 2.9%

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Figure A-1. TEACHER RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 3 of 4)

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56. I HAVE APPLIED PROJECT BEST INFORMATION ON MOTIVATION THEORY TO MY CLASSROOM INSTRUCTION.
A. USUALLY B. OFTEN C. SOMETIMES D. SELDOM E. NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	250/769 32.6%	63 25.2%	87 34.8%	86 34.4%	9 3.6%	5 2.0%
ELEMENTARY	144	42 29.2%	58 40.3%	40 27.8%	3 2.1%	1 0.7%
JR HIGH	38	11 28.9%	14 36.8%	10 26.3%	2 5.3%	1 2.6%
HIGH SCH	68	10 14.7%	15 22.1%	36 52.9%	4 5.9%	3 4.4%
SECONDARY	106	21 19.8%	29 27.4%	46 43.4%	6 5.7%	4 3.8%

57. I ATTENDED THE AUGUST 23 PROJECT BEST WORKSHOP ON THE FIRST 4 ELEMENTS OF LESSON DESIGN AT MY CAMPUS.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	589/769 76.6%	550 93.4%	39 6.6%
ELEMENTARY	330	302 91.5%	28 8.5%
JR HIGH	88	84 95.5%	4 4.5%
HIGH SCH	171	164 95.9%	7 4.1%
SECONDARY	259	248 95.8%	11 4.2%

58. I ATTENDED THE SEPT. 26 PROJECT BEST WORKSHOP ON THE LAST 3 ELEMENTS OF LESSON DESIGN AT MY CAMPUS.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	592/769 77.0%	555 93.8%	37 6.3%
ELEMENTARY	330	309 93.6%	21 6.4%
JR HIGH	88	83 94.3%	5 5.7%
HIGH SCH	174	163 93.7%	11 6.3%
SECONDARY	262	246 93.9%	16 6.1%

59. I ATTENDED THE OCT. 26 PROJECT BEST WORKSHOP ON MOTIVATION AT MY CAMPUS.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	592/769 77.0%	544 91.9%	48 8.1%
ELEMENTARY	332	305 91.9%	27 8.1%
JR HIGH	86	78 90.7%	8 9.3%
HIGH SCH	174	161 92.5%	13 7.5%
SECONDARY	260	239 91.9%	21 8.1%

Figure A-1. TEACHER RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 4 of 4)

11. PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	652/928	39	245	178	107	49	34
	70.3%	6.0%	37.6%	27.3%	16.4%	7.5%	5.2%
ELEMENTARY	393	29	161	106	55	26	16
		7.4%	41.0%	27.0%	14.0%	6.6%	4.1%
JR HIGH	98	5	33	31	15	6	8
		5.1%	33.7%	31.6%	15.3%	6.1%	8.2%
HIGH SCH	157	5	49	40	36	17	10
		3.2%	31.2%	25.5%	22.9%	10.8%	6.4%
SECONDARY	259	10	84	72	52	23	18
		3.9%	32.4%	27.8%	20.1%	8.9%	6.9%

12. PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION AMONG PROFESSIONALS ON THIS CAMPUS.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	665/936	27	223	218	118	44	35
	71.0%	4.1%	33.5%	32.8%	17.7%	6.6%	5.3%
ELEMENTARY	414	20	153	134	73	19	15
		4.8%	37.0%	32.4%	17.6%	4.6%	3.6%
JR HIGH	89	4	28	26	19	8	3
		4.5%	31.9%	29.5%	21.6%	9.1%	3.4%
HIGH SCH	159	3	41	56	26	17	16
		1.9%	25.8%	35.2%	16.4%	10.7%	10.1%
SECONDARY	251	7	70	84	45	25	20
		2.8%	27.9%	33.5%	17.9%	10.0%	8.0%

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST. (Page 1 of 8)

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13. PROJECT BEST HAS HELPED ME RECOGNIZE THE ELEMENTS OF GOOD TEACHING.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	630/911	78	309	121	64	35	23
	69.2%	12.4%	49.0%	19.2%	10.2%	5.6%	3.7%
ELEMENTARY	380	60	189	72	32	16	11
		15.8%	49.7%	18.9%	8.4%	4.2%	2.9%
JR HIGH	93	11	44	19	12	5	2
		11.8%	47.3%	20.4%	12.9%	5.4%	2.2%
HIGH SCH	152	7	73	29	19	14	10
		4.6%	48.0%	19.1%	12.5%	9.2%	6.6%
SECONDARY	250	18	120	49	32	19	12
		7.2%	48.0%	19.6%	12.8%	7.6%	4.8%

14. MY PRINCIPAL HAS PROVIDED MORE INSTRUCTIONAL LEADERSHIP THIS YEAR THAN LAST BECAUSE OF PROJECT BEST.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	669/965	45	145	174	104	47	154
	69.3%	6.7%	21.7%	26.0%	15.5%	7.0%	23.0%
ELEMENTARY	410	31	88	107	59	22	103
		7.6%	21.5%	26.1%	14.4%	5.4%	25.1%
JR HIGH	86	3	29	15	16	7	16
		3.5%	33.7%	17.4%	18.6%	8.1%	18.6%
HIGH SCH	173	11	28	51	29	18	33
		6.5%	16.5%	30.0%	17.1%	10.6%	19.4%
SECONDARY	259	14	57	67	45	25	51
		5.4%	22.0%	25.9%	17.4%	9.7%	19.7%

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST.
(Continued, Page 2 of 8)

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15. MY CAMPUS ADMINISTRATORS HAVE PROVIDED MORE HELPFUL INSTRUCTIONAL FEEDBACK THIS YEAR THAN LAST BECAUSE OF PROJECT BEST.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	675/932	42	165	185	131	44	108
	72.4%	6.2%	24.4%	27.4%	19.4%	6.5%	16.0%
ELEMENTARY	423	29	111	115	79	27	62
		6.9%	26.2%	27.2%	18.7%	6.4%	14.7%
JR HIGH	92	6	24	21	18	5	18
		6.5%	26.1%	22.8%	19.6%	5.4%	19.6%
HIGH SCH	155	7	30	46	33	12	27
		4.5%	19.4%	29.7%	21.3%	7.7%	17.4%
SECONDARY	252	13	54	70	52	17	46
		5.2%	21.4%	27.8%	20.6%	6.7%	18.3%

16. PROJECT BEST HAS MADE ME A MORE EFFECTIVE CLASSROOM TEACHER.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	667/946	47	232	209	108	46	25
	70.5%	7.0%	34.8%	31.3%	16.2%	6.9%	3.7%
ELEMENTARY	414	34	154	127	65	21	13
		8.2%	37.2%	30.7%	15.7%	5.1%	3.1%
JR HIGH	90	9	31	26	16	7	1
		10.0%	34.4%	28.9%	17.8%	7.8%	1.1%
HIGH SCH	160	4	47	53	27	18	11
		2.5%	29.4%	33.1%	16.9%	11.3%	6.9%
SECONDARY	253	13	78	82	43	25	12
		5.1%	30.8%	32.4%	17.0%	9.9%	4.7%

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST.
(Continued, Page 3 of 8)

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17. PROJECT BEST HAS REINFORCED MY TEACHING SKILLS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	634/924 68.6%	83 13.1%	344 54.3%	115 18.1%	51 8.0%	21 3.3%	20 3.2%
ELEMENTARY	403	57 14.1%	229 56.8%	66 16.4%	30 7.4%	11 2.7%	10 2.5%
JR HIGH	81	13 16.0%	39 48.1%	18 22.2%	9 11.1%	0 0.0%	2 2.5%
HIGH SCH	146	13 8.9%	73 50.0%	30 20.5%	12 8.2%	10 6.8%	8 5.5%
SECONDARY	231	26 11.3%	115 49.8%	49 21.2%	21 9.1%	10 4.3%	10 4.3%

18. PROJECT BEST HAS TAUGHT ME NEW SKILLS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	684/955 71.6%	39 5.7%	251 36.7%	172 25.1%	148 21.6%	50 7.3%	24 3.5%
ELEMENTARY	423	30 7.1%	152 35.9%	115 27.2%	93 22.0%	23 5.4%	10 2.4%
JR HIGH	97	6 6.2%	43 44.3%	17 17.5%	17 17.5%	10 10.3%	4 4.1%
HIGH SCH	159	3 1.9%	52 32.7%	40 25.2%	37 23.3%	17 10.7%	10 6.3%
SECONDARY	261	9 3.4%	99 37.9%	57 21.8%	55 21.1%	27 10.3%	14 5.4%

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST.
(Continued, Page 4 of 8)

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19. AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY IMPLEMENTATION OF AT LEAST ONE ELEMENT OF LESSON DESIGN.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	657/923 71.2%	112 17.0%	331 50.4%	60 9.1%	83 12.6%	35 5.3%	36 5.5%
ELEMENTARY	395	97 24.6%	208 52.7%	23 5.8%	32 8.1%	17 4.3%	18 4.6%
JR HIGH	93	9 9.7%	47 50.5%	12 12.9%	12 12.9%	7 7.5%	6 6.5%
HIGH SCH	165	6 3.6%	73 44.2%	25 15.2%	38 23.0%	11 6.7%	12 7.3%
SECONDARY	262	15 5.7%	123 46.9%	37 14.1%	51 19.5%	18 6.9%	18 6.9%

20. AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY USE OF AT LEAST ONE FACTOR OF MOTIVATIONAL THEORY.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	676/954 70.9%	97 14.3%	313 46.3%	82 12.1%	108 16.0%	45 6.7%	31 4.6%
ELEMENTARY	408	80 19.6%	207 50.7%	41 10.0%	50 12.3%	19 4.7%	11 2.7%
JR HIGH	94	10 10.6%	43 45.7%	10 10.6%	18 19.1%	6 6.4%	7 7.4%
HIGH SCH	172	7 4.1%	62 36.0%	31 18.0%	39 22.7%	20 11.6%	13 7.6%
SECONDARY	268	17 6.3%	106 39.6%	41 15.3%	58 21.6%	26 9.7%	20 7.5%

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST.
(Continued, Page 5 of 8)

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29.I HAVE APPLIED PROJECT BEST INFORMATION ON LESSON DESIGN TO MY CLASSROOM INSTRUCTION.
A.USUALLY B.OFTEN C.SOMETIMES D.SELDOM E.NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	609/892 68.2%	178 29.3%	224 36.8%	172 28.3%	25 4.1%	9 1.5%
ELEMENTARY	379	125 33.0%	152 40.1%	87 23.0%	12 3.2%	3 0.8%
JR HIGH	83	21 25.3%	27 32.5%	30 36.1%	3 3.6%	2 2.4%
HIGH SCH	142	30 21.1%	44 31.0%	55 38.7%	9 6.3%	4 2.8%
SECONDARY	229	53 23.1%	72 31.4%	85 37.1%	13 5.7%	6 2.6%

30.I HAVE APPLIED PROJECT BEST INFORMATION ON MOTIVATIONAL THEORY TO MY CLASSROOM INSTRUCTION.
A.USUALLY B.OFTEN C.SOMETIMES D.SELDOM E.NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	675/964 70.0%	158 23.4%	257 38.1%	218 32.3%	27 4.0%	15 2.2%
ELEMENTARY	421	117 27.8%	186 44.2%	102 24.2%	11 2.6%	5 1.2%
JR HIGH	96	17 17.7%	27 28.1%	44 45.8%	4 4.2%	4 4.2%
HIGH SCH	154	23 14.9%	42 27.3%	71 46.1%	12 7.8%	6 3.9%
SECONDARY	254	41 16.1%	71 28.0%	116 45.7%	16 6.3%	10 3.9%

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST.
(Continued, Page 6 of 8)

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31. WHICH ELEMENT OF LESSON DESIGN HAVE YOU INCORPORATED INTO YOUR LESSONS MOST OFTEN THIS YEAR?

A. ANTICIPATORY SET
B. SETTING THE OBJECTIVE
C. PROVIDING INFORMATION (INPUT)
D. MODELING
E. CHECKING FOR UNDERSTANDING
F. GUIDING (MONITORING) INITIAL PRACTICE
G. INDEPENDENT PRACTICE

Note: Some teachers' responses had to be considered invalid because they selected many or all elements.

	NUMBER OF RESPONSES	A	B	C	D	E	F	G
TOTALS	575/950 60.5%	119 20.7%	123 21.4%	57 9.9%	95 16.5%	99 17.2%	64 11.1%	18 3.1%
ELEMENTARY	356	70 19.7%	76 21.3%	32 9.0%	70 19.7%	66 18.5%	35 9.8%	7 2.0%
JR HIGH	82	20 24.4%	20 24.4%	9 11.0%	8 9.8%	13 15.9%	10 12.2%	2 2.4%
HIGH SCH	132	26 19.7%	27 20.5%	16 12.1%	17 12.9%	19 14.4%	19 14.4%	8 6.1%
SECONDARY	219	49 22.4%	47 21.5%	25 11.4%	25 11.4%	33 15.1%	29 13.2%	11 5.0%

32. WHICH ELEMENT OF LESSON DESIGN HAVE YOU INCORPORATED INTO YOUR LESSONS LEAST OFTEN THIS YEAR?

A. ANTICIPATORY SET
B. SETTING THE OBJECTIVE
C. PROVIDING INFORMATION (INPUT)
D. MODELING
E. CHECKING FOR UNDERSTANDING
F. GUIDING (MONITORING) INITIAL PRACTICE
G. INDEPENDENT PRACTICE

	NUMBER OF RESPONSES	A	B	C	D	E	F	G
TOTALS	567/947 59.9%	207 36.5%	85 15.0%	15 2.6%	55 9.7%	43 7.6%	66 11.6%	96 16.9%
ELEMENTARY	335	135 40.3%	53 15.8%	10 3.0%	15 4.5%	19 5.7%	43 12.8%	60 17.9%
JR HIGH	91	30 33.0%	10 11.0%	3 3.3%	18 19.8%	10 11.0%	6 6.6%	14 15.4%
HIGH SCH	136	41 30.1%	21 15.4%	2 1.5%	19 14.0%	14 10.3%	17 12.5%	22 16.2%
SECONDARY	232	72 31.0%	32 13.8%	5 2.2%	40 17.2%	24 10.3%	23 9.9%	36 15.5%

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST. (Continued, Page 7 of 8)

COMMENTS ON BEST

1. I feel this form would be greatly improved if respondents were given the opportunity to add comments or elaborate on their answers.

   Many principals, for example, are strong instructional leaders who have long emphasized Madeline Hunter's 7-step approach. For these principals and their teachers, Project BEST's greatest impact has been the assurance that everyone understands the vocabulary being used to describe and evaluate effective teaching and lesson plans.

   It is difficult to distinguish an element of lesson design used most or least often since they are all interrelated. These choices were a bit easier for me because kindergarten teachers are constantly modeling and their students do only a limited amount of independent practice.

   Please consider adding a "comment" section for each question. The information you receive should prove much more valuable.

2. To sum up the survey, I think Project BEST is one of the best ways of preparing children to learn, by using the seven elements of Madeline Hunter's effective stages.

3. This evaluatory vehicle is not adequate. Project BEST has <u>not</u> taught me to incorporate any of the items into lesson plans; it has only given me another set of terms (jargon). This survey needs a place for comments.

4. I worked under the "Hunter" model in Los Angeles, California before it was discarded there--twenty years ago. (Reagan administrators were <u>always</u> competent "before" BEST.)

Figure A-2. TEACHER RESPONSES TO SPRING SURVEY ITEMS ON BEST.
(Continued, page 8 of 8)

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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSES TO THE FALL 1984 ADMINISTRATOR SURVEY

1. PROJECT BEST IS FACILITATING BETTER COMMUNICATION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.
   A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
   B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	58/103 92.1%	13 22.4%	33 56.9%	7 12.1%	4 6.9%	1 1.7%	0 0.0%
ELEMENTARY	33	8 24.2%	20 60.6%	3 9.1%	1 3.0%	1 3.0%	0 0.0%
JR HIGH	10	2 20.0%	7 70.0%	0 0.0%	1 10.0%	0 0.0%	0 0.0%
HIGH SCH	15	3 20.0%	6 40.0%	4 26.7%	2 13.3%	0 0.0%	0 0.0%
SECONDARY	25	5 20.0%	13 52.0%	4 16.0%	3 12.0%	0 0.0%	0 0.0%

2. THE PROJECT BEST TRAINERS WERE WELL PREPARED.
   A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
   B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	44/51 86.3%	14 31.8%	24 54.5%	5 11.4%	0 0.0%	0 0.0%	1 2.3%
ELEMENTARY	22	8 36.4%	10 45.5%	4 18.2%	0 0.0%	0 0.0%	0 0.0%
JR HIGH	9	3 33.3%	5 55.6%	0 0.0%	0 0.0%	0 0.0%	1 11.1%
HIGH SCH	13	3 23.1%	9 69.2%	1 7.7%	0 0.0%	0 0.0%	0 0.0%
SECONDARY	22	6 27.3%	14 63.6%	1 4.5%	0 0.0%	0 0.0%	1 4.5%

3. I LIKE THE WAY PROJECT BEST INFORMATION WAS SHARED (VIDEOTAPES, PRESENTERS, EXERCISES).
   A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
   B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	58/65 89.2%	9 15.5%	37 63.8%	8 13.8%	4 6.9%	0 0.0%	0 0.0%
ELEMENTARY	34	5 14.7%	21 61.8%	6 17.6%	2 5.9%	0 0.0%	0 0.0%
JR HIGH	10	2 20.0%	7 70.0%	0 0.0%	1 10.0%	0 0.0%	0 0.0%
HIGH SCH	14	2 14.3%	9 64.3%	2 14.3%	1 7.1%	0 0.0%	0 0.0%
SECONDARY	24	4 16.7%	16 66.7%	2 8.3%	2 8.3%	0 0.0%	0 0.0%

Figure A-3. ADMINISTRATOR RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 1 of 4)

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4. PROJECT BEST HAS HELPED ME RECOGNIZE THE ELEMENTS OF GOOD TEACHING.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	49/55 89.1%	24 49.0%	17 34.7%	3 6.1%	4 8.2%	0 0.0%	1 2.0%
ELEMENTARY	20	12 60.0%	7 35.0%	1 5.0%	0 0.0%	0 0.0%	0 0.0%
JR HIGH	11	5 45.5%	3 27.3%	0 0.0%	2 18.2%	0 0.0%	1 9.1%
HIGH SCH	18	7 38.9%	7 38.9%	2 11.1%	2 11.1%	0 0.0%	0 0.0%
SECONDARY	29	12 41.4%	10 34.5%	2 6.9%	4 13.8%	0 0.0%	1 3.4%

5. PROJECT BEST HAS IMPROVED MY INSTRUCTIONAL LEADERSHIP SKILLS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	46/51 90.2%	15 32.6%	23 50.0%	7 15.2%	1 2.2%	0 0.0%	0 0.0%
ELEMENTARY	26	8 30.8%	16 61.5%	2 7.7%	0 0.0%	0 0.0%	0 0.0%
JR HIGH	6	2 33.3%	3 50.0%	1 16.7%	0 0.0%	0 0.0%	0 0.0%
HIGH SCH	14	5 35.7%	4 28.6%	4 28.6%	1 7.1%	0 0.0%	0 0.0%
SECONDARY	20	7 35.0%	7 35.0%	5 25.0%	1 5.0%	0 0.0%	0 0.0%

10. AISD STAFF NEED THE CONTENT AND STRATEGIES OF PROJECT BEST.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	57/61 93.4%	32 56.1%	20 35.1%	4 7.0%	1 1.8%	0 0.0%	0 0.0%
ELEMENTARY	29	16 55.2%	9 31.0%	3 10.3%	1 3.4%	0 0.0%	0 0.0%
JR HIGH	9	5 55.6%	4 44.4%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
HIGH SCH	19	11 57.9%	7 36.8%	1 5.3%	0 0.0%	0 0.0%	0 0.0%
SECONDARY	28	16 57.1%	11 39.3%	1 3.6%	0 0.0%	0 0.0%	0 0.0%

Figure A-3. ADMINISTRATOR RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 2 of 4)

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48. JUNE 25-29 SEMINAR AT AUSTIN HIGH.
I ATTENDED THE ABOVE PROJECT BEST WORKSHOP: A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	121/142 85.2%	74 61.2%	47 38.8%
ELEMENTARY	60	37 61.7%	23 38.3%
JR HIGH	23	16 69.6%	7 30.4%
HIGH SCH	38	21 55.3%	17 44.7%
SECONDARY	61	37 60.7%	24 39.3%

49. AUG. 2-3 ADMINISTRATOR WORKSHOP ON LESSON DESIGN AT AUSTIN HIGH.
I ATTENDED THE ABOVE PROJECT BEST WORKSHOP: A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	126/142 88.7%	113 89.7%	13 10.3%
ELEMENTARY	62	56 90.3%	6 9.7%
JR HIGH	25	21 84.0%	4 16.0%
HIGH SCH	39	36 92.3%	3 7.7%
SECONDARY	64	57 89.1%	7 10.9%

50. SEPT. 1-3 (LABOR DAY WEEKEND) HUNTER INSTITUTE AT THE LBJ LIBRARY AT UT.
I ATTENDED THE ABOVE PROJECT BEST WORKSHOP: A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	122/142 85.9%	46 37.7%	76 62.3%
ELEMENTARY	60	32 53.3%	28 46.7%
JR HIGH	24	5 20.8%	19 79.2%
HIGH SCH	38	9 23.7%	29 76.3%
SECONDARY	62	14 22.6%	48 77.4%

INVALID -- WRONG PLACE LISTED -- ACTUALLY AT THOMPSON CENTER

Figure A-3. ADMINISTRATOR RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 3 of 4)

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51.OCT. 3-4 HUNTER INSTITUTE AT THE LBJ LIBRARY AT UT.
I ATTENDED THE ABOVE PROJECT BEST WORKSHOP: A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	123/142 86.690	79 64.2%	44 35.8%
ELEMENTARY	61	53 86.9%	8 13.1%
JR HIGH	24	14 58.3%	10 41.7%
HIGH SCH	38	12 31.6%	26 68.4%
SECONDARY	62	26 41.9%	36 58.1%

52.OCT. 10 GENERAL ADMINISTRATORS' MEETING ON MOTIVATION AT LBJ HIGH SCHOOL.
I ATTENDED THE ABOVE PROJECT BEST WORKSHOP: A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	123/142 86.690	101 82.1%	22 17.9%
ELEMENTARY	61	51 83.6%	10 16.4%
JR HIGH	24	18 75.0%	6 25.0%
HIGH SCH	38	32 84.2%	6 15.8%
SECONDARY	62	50 80.6%	12 19.4%

Figure A-3. ADMINISTRATOR RESPONSES TO FALL SURVEY ITEMS ON BEST. (Page 4 of 4)

10. PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	98/117	28	48	12	4	1	5
	83.8%	28.6%	49.0%	12.2%	4.1%	1.0%	5.1%
ELEMENTARY	50	20	20	3	4	0	3
		40.0%	40.0%	6.0%	8.0%	0.0%	6.0%
JR HIGH	22	2	14	5	0	1	0
		9.1%	63.6%	22.7%	0.0%	4.5%	0.0%
HIGH SCH	25	6	13	4	0	0	2
		24.0%	52.0%	16.0%	0.0%	0.0%	8.0%
SECONDARY	48	8	28	9	0	1	2
		16.7%	58.3%	18.8%	0.0%	2.1%	4.2%

11. PROJECT BEST HAS IMPROVED MY INSTRUCTIONAL LEADERSHIP SKILLS.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	95/110	25	53	12	1	0	4
	86.4%	26.3%	55.8%	12.6%	1.1%	0.0%	4.2%
ELEMENTARY	46	12	24	8	0	0	2
		26.1%	52.2%	17.4%	0.0%	0.0%	4.3%
JR HIGH	21	5	13	1	0	0	2
		23.8%	61.9%	4.8%	0.0%	0.0%	9.5%
HIGH SCH	28	8	16	3	1	0	0
		28.6%	57.1%	10.7%	3.6%	0.0%	0.0%
SECONDARY	49	13	29	4	1	0	2
		26.5%	59.2%	8.2%	2.0%	0.0%	4.1%

Figure A-4. ADMINISTRATOR RESPONSES TO SPRING SURVEY ITEMS ON BEST. (Page 1 of 4)

12.I HAVE PROVIDED MORE HELPFUL INSTRUCTIONAL FEEDBACK TO STAFF THIS YEAR THAN LAST BECAUSE OF PROJECT BEST.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGEE
E. STRONGLY DISAGREE
F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	103/118	20	54	15	6	0	8
	87.2%	19.4%	52.4%	14.6%	5.8%	0.0%	7.8%
ELEMENTARY	50	13	28	4	3	0	2
		26.0%	56.0%	8.0%	6.0%	0.0%	4.0%
JR HIGH	21	0	13	4	0	0	4
		0.0%	61.9%	19.0%	0.0%	0.0%	19.0%
HIGH SCH	32	7	13	7	3	0	2
		21.9%	40.6%	21.9%	9.4%	0.0%	6.3%
SECONDARY	53	7	26	11	3	0	6
		13.2%	49.1%	20.8%	5.7%	0.0%	11.3%

22.WHICH ELEMENT OF LESSON DESIGN HAVE YOU SEEN APPLIED MOST OFTEN IN CLASSROOMS THIS YEAR?

A. ANTICIPATORY SET
B. SETTING THE OBJECTIVE
C. PROVIDING INFORMATION (INPUT)
D. MODELING
E. CHECKING FOR UNDERSTANDING
F. GUIDING (MONITORING) INITIAL PRACTICE
G. INDEPENDENT PRACTICE

	NUMBER OF RESPONSES	A	B	C	D	E	F	G
TOTALS	82/106	6	17	24	2	16	11	6
	77.4%	7.3%	20.7%	29.3%	2.4%	19.5%	13.4%	7.3%
ELEMENTARY	37	2	9	10	2	6	4	4
		5.4%	24.3%	27.0%	5.4%	16.2%	10.8%	10.8%
JR HIGH	19	1	4	5	0	5	3	1
		5.3%	21.1%	26.3%	0.0%	26.3%	15.8%	5.3%
HIGH SCH	25	2	4	9	0	5	4	1
		8.0%	16.0%	36.0%	0.0%	20.0%	16.0%	4.0%
SECONDARY	45	4	8	14	0	10	7	2
		8.9%	17.8%	31.1%	0.0%	22.2%	15.6%	4.4%

Figure A-4. ADMINISTRATOR RESPONSES TO SPRING SURVEY ITEMS ON BEST. (Page 2 of 4)

23.WHICH ELEMENT OF LESSON DESIGN HAVE YOU SEEN APPLIED LEAST OFTEN IN CLASSROOMS THIS YEAR?

A. ANTICIPATORY SET
B. SETTING THE OBJECTIVE
C. PROVIDING INFORMATION (INPUT)
D. MODELING
E. CHECKING FOR UNDERSTANDING
F. GUIDING (MONITORING) INITIAL PRACTICE
G. INDEPENDENT PRACTICE

	NUMBER OF RESPONSES	A	B	C	D	E	F	G
TOTALS	91/118	20	15	2	10	20	14	10
	77.1%	22.0%	16.5%	2.2%	11.0%	22.0%	15.4%	11.0%
ELEMENTARY	46	9	8	0	4	11	10	4
		19.6%	17.4%	0.0%	8.7%	23.9%	21.7%	8.7%
JR HIGH	20	5	2	1	4	3	2	3
		25.0%	10.0%	5.0%	20.0%	15.0%	10.0%	15.0%
HIGH SCH	24	6	4	1	2	6	2	3
		25.0%	16.7%	4.2%	8.3%	25.0%	8.3%	12.5%
SECONDARY	45	11	7	2	6	9	4	6
		24.4%	15.6%	4.4%	13.3%	20.0%	8.9%	13.3%

24.WHICH FACTOR OF MOTIVATION THEORY HAVE YOU SEEN APPLIED MOST OFTEN IN CLASSROOMS THIS YEAR?

A. CONCERN
B. FEELING TONE
C. INTEREST
D. SUCCESS
E. KNOWLEDGE OF RESULTS
F. INTRINSIC VS. EXTRINSIC

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	100/116	27	25	12	12	18	6
	86.2%	27.0%	25.0%	12.0%	12.0%	18.0%	6.0%
ELEMENTARY	46	10	10	7	9	6	4
		21.7%	21.7%	15.2%	19.6%	13.0%	8.7%
JR HIGH	19	7	5	3	0	4	0
		36.8%	26.3%	15.8%	0.0%	21.1%	0.0%
HIGH SCH	34	10	9	2	3	8	2
		29.4%	26.5%	5.9%	8.8%	23.5%	5.9%
SECONDARY	54	17	15	5	3	12	2
		31.5%	27.8%	9.3%	5.6%	22.2%	3.7%

Figure A-4. ADMINISTRATOR RESPONSES TO SPRING SURVEY ITEMS ON BEST. (Page 3 of 4)

25. WHICH FACTOR OF MOTIVATION THEORY HAVE YOU SEEN APPLIED LEAST OFTEN IN CLASSROOMS THIS YEAR?

A. CONCERN
B. FEELING TONE
C. INTEREST
D. SUCCESS
E. KNOWLEDGE OF RESULTS
F. INTRINSIC VS. EXTRINSIC

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	100/122 82%	3 3.0%	6 6.0%	15 15.0%	7 7.0%	19 19.0%	50 50.0%
ELEMENTARY	46	2 4.3%	2 4.3%	8 17.4%	2 4.3%	11 23.9%	21 45.7%
JR HIGH	24	0 0.0%	0 0.0%	3 12.5%	2 8.3%	3 12.5%	16 66.7%
HIGH SCH	30	1 3.3%	4 13.3%	4 13.3%	3 10.0%	5 16.7%	13 43.3%
SECONDARY	54	1 1.9%	4 7.4%	7 13.0%	5 9.3%	8 14.8%	29 53.7%

Figure A-4. ADMINISTRATOR RESPONSES TO SPRING SURVEY ITEMS ON BEST. (Page 4 of 4)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 19, 1984

TO: BEST Evaluation Committee

FROM: Nancy Schuyler

SUBJECT: Project BEST Questions

Your comments the other day were very helpful. I have revised the survey items based on our discussion. Our timeline is tight (the survey will go out around October 30), so please look over the items and call me at 458-1228 by October 24 if you see any major problems. Put yourself in the place of a teacher and/or administrator as you review each item and see if you can answer them.

Thanks for your help.

NS:rrf
Attachment

Persons Addressed: Mike Pool
Mike Hydak
Mike Perez
Yolanda Leo

Approved: _____
Director, Office of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Elementary Education
October 16, 1984

TO: Dr. Glynn Ligon

FROM: Ruth MacAllister RMac

SUBJECT: Another BEST "Question" for Survey

T " My principal has provided more instructional leadership this year than (last year.) (need N/A)

T&A " Project BEST will facilitate better communication between principals and teachers."

T&A " Project BEST will help teachers and administrators work together."

→ or

T I can communicate better with my principals because of Project BEST.

A I can communicate better with my teachers because of Project BEST.

(Nancy's comments)

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DISTRICTWIDE SURVEY QUESTIONS

FROM NANCY SCHUYLER

DRAFT

KEY: T = TEACHER SURVEY
A = ADMINISTRATOR SURVEY

SA=STRONGLY AGREE
A = AGREE
N = NEUTRAL
D = DISAGREE
SD = STRONGLY DISAGREE

GROUP		QUESTION	RESPONSES
T,A	1.	There is a need for Project BEST.	SA A N D SD NA
T,A	2.	The content and strategies shared Project BEST workshops have been worthwhile.	SA A N D SD NA
T,A	3.	I liked the method through which Project BEST information was shared (videotapes, presenters, exercises).	SA A N D SD NA
T,A	4.	Project BEST has helped me to recognize the elements of good teaching.	SA A N D SD NA
A	5.	Project BEST has improved my instructional leadership skills.	SA A N D SD NA
T	6.	Observations in my classroom made by the principal ~~and/or assistant principal~~ have reflected Project BEST concepts.	SA A N D SD NA
T	7.	I have applied Project BEST information on lesson design to my classroom instruction.	OFTEN FREQUENTLY SOMETIMES A FEW TIMES NEVER NA
T	8.	I have applied Project BEST information on motivational theory to my classroom instruction.	" "
T	9.	I attended the August 29 Project BEST workshop on my campus covering the first four elements of lesson design.	Yes No Don't Know
T	10.	I attended the September 26 Project BEST workshop held at my campus covering the last three elements of lesson design.	Yes No Don't Know

		Yes	No	Don't Know
T	11. I attended the Oct. 26 Project BEST workshop on motivation held at my campus.			
A	I attended the following Project BEST workshops:			
	12. June 25-29 workshop at Austin High	"	"	"
	13. August 2-3 Administrator Workshop at Austin High on Lesson Design	"	"	"
	14. Hunter Institute ~~on~~ Sept. 1-3 at the LBJ Library and UT	"	"	"
	15. October 3-4 Hunter Institute at the LBJ Library and UT	"	"	"
	16. October 10 General Administrators' Meeting at LBS on Motivation	"	"	"

I am still checking on other ways to collect information in 9-11 and 12-16. Sign-in sheets not in alphabetical order seem to be all that's available so far but I'm checking on absence reports.

Possibilities

spring → My principal/asst. principal has provided followup information on Project BEST in addition to the districtwide workshops.

spring → My principal/asst principal has visited my classroom more this year than last.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 10, 1985

TO: Ruth MacAllister

FROM: Nancy Schuyler

SUBJECT: Project BEST—
Possible Spring Survey Items

We are considering one new item for the districtwide spring survey related to Project BEST.

Item	Audience
My principal/asst. principal has provided followup information on Project BEST beyond that provided in districtwide workshops.	Teachers

My suggestions for fall survey items that might be worth repeating are shown on the attached sheet. We may not want to include all of them. What do you think? Please return the sheet with your comments or ideas.

NS:rg
Attachment

APPROVED: _____
Director, Research and Evaluation

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Possible Repeat
Districtwide Survey Items

Item	Audience*
My principal has provided more instructional leadership this year than last year because of Project BEST. a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree f. Don't know/not applicable	Teachers #2 Administrators #5
Project BEST is facilitating better communication between teachers and campus administrators. a-f responses are the same as above.	Teachers #2 Administrators #1
Project BEST has helped me recognize the elements of good teaching. a-f responses are the same as above.	Teachers #5 Administrators #4
An administrator has given me feedback on my implementation of at least one element of lesson design. a-f responses are the same as above.	Teachers #46
An administrator has given me feedback on my use of at lease one factor of motivation theory. a-f responses are the same as above.	Teachers #47
I have applied Project BEST information on lesson design to my classroom instruction. a. Usually b. Often c. Sometimes d. Seldon e. Never	Teachers #53
I have applied Project BEST information on motivation theory to my classroom instruction. a-e responses are the same as above.	Teachers #56

* Item numbers are from fall survey

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 24, 1985

TO: David D., Elaine J.

FROM: Nancy

SUBJECT: BEST Survey Items

I have attached my recommendations of survey items on BEST for spring. I put them on the fall list so you could see the cuts. Let me know if there are "too many" teacher items or if there are other areas of concern. Ruth MacAllister will have a chance to review these, right? I'd also like to show them to Yolanda Leo (who's on the evaluation subcommittee) if there's time once you've looked them over.

NS:lg
Attachment

Recommended for spring

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSES TO THE FALL 1984 TEACHER SURVEY

2. PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	244	15 6.1%	81 33.2%	76 31.1%	48 19.7%	20 8.2%	4 1.6%
ELEMENTARY	141	12 8.5%	46 32.6%	46 32.6%	27 19.1%	6 4.3%	4 2.8%
JR HIGH	31	1 3.2%	11 35.5%	14 45.2%	3 9.7%	2 6.5%	0 0.0%
HIGH SCH	72	2 2.8%	24 33.3%	16 22.2%	18 25.0%	12 16.7%	0 0.0%
SECONDARY	103	3 2.9%	35 34.0%	30 29.1%	21 20.4%	14 13.6%	0 0.0%

SEC. T's ONLY.
PROJECT BEST is FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION AMONG PROFESSIONALS ON THIS CAMPUS.

3. THE PROJECT BEST TRAINERS WERE WELL PREPARED.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	232	75 32.3%	103 44.4%	34 14.7%	11 4.7%	7 3.0%	2 0.9%
ELEMENTARY	133	43 32.3%	59 44.4%	19 14.3%	6 4.5%	5 3.8%	1 0.8%
JR HIGH	28	9 32.1%	11 39.3%	4 14.3%	3 10.7%	1 3.6%	0 0.0%
HIGH SCH	71	23 32.4%	33 46.5%	11 15.5%	2 2.8%	1 1.4%	1 1.4%
SECONDARY	99	32 32.3%	44 44.4%	15 15.2%	5 5.1%	2 2.0%	1 1.0%

4. I LIKE THE WAY PROJECT BEST INFORMATION WAS SHARED (VIDEOTAPES, PRESENTERS, EXERCISES).
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	244	26 10.7%	97 39.8%	74 30.3%	34 13.9%	12 4.9%	1 0.4%
ELEMENTARY	127	17 13.4%	53 41.7%	35 27.6%	16 12.6%	5 3.9%	1 0.8%
JR HIGH	41	3 7.3%	14 34.1%	14 34.1%	6 14.6%	4 9.8%	0 0.0%
HIGH SCH	76	6 7.9%	30 39.5%	25 32.9%	12 15.8%	3 3.9%	0 0.0%
SECONDARY	117	9 7.7%	44 37.6%	39 33.3%	18 15.4%	7 6.0%	0 0.0%

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5. PROJECT BEST HAS HELPED ME RECOGNIZE THE ELEMENTS OF GOOD TEACHING.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	249	30 12.0%	123 49.4%	54 21.7%	28 11.2%	13 5.2%	1 0.4%
ELEMENTARY	132	19 14.4%	70 53.0%	28 21.2%	10 7.6%	5 3.8%	0 0.0%
JR HIGH	31	4 12.9%	13 41.9%	8 25.8%	5 16.1%	1 3.2%	0 0.0%
HIGH SCH	86	7 8.1%	40 46.5%	18 20.9%	13 15.1%	7 8.1%	1 1.2%
SECONDARY	117	11 9.4%	53 45.3%	26 22.2%	18 15.4%	8 6.8%	1 0.9%

Both Random L get this

1. MY PRINCIPAL HAS PROVIDED MORE INSTRUCTIONAL LEADERSHIP THIS YEAR THAN LAST YEAR BECAUSE OF PROJECT BEST.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	226	30 13.3%	69 30.5%	56 24.8%	26 11.5%	12 5.3%	33 14.6%
ELEMENTARY	128	17 13.3%	45 35.2%	31 24.2%	11 8.6%	3 2.3%	21 16.4%
JR HIGH	31	3 9.7%	7 22.6%	7 22.6%	6 19.4%	4 12.9%	4 12.9%
HIGH SCH	67	10 14.9%	17 25.4%	18 26.9%	9 13.4%	5 7.5%	8 11.9%
SECONDARY	98	13 13.3%	24 24.5%	25 25.5%	15 15.3%	9 9.2%	12 12.2%

T this 3 random get this

My campus administrators have provided ~~more instructional~~ more helpful instructional guidance this year than last because of Project BEST.

~~10.~~ ALSO STAFF NEED THE CONTENT AND STRATEGIES OF PROJECT BEST.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	253	34 13.4%	112 44.3%	54 21.3%	31 12.3%	19 7.5%	3 1.2%
ELEMENTARY	128	24 18.8%	59 46.1%	25 19.5%	16 12.5%	4 3.1%	0 0.0%
JR HIGH	42	5 11.9%	18 42.9%	12 28.6%	2 4.8%	4 9.5%	1 2.4%
HIGH SCH	83	5 6.0%	35 42.2%	17 20.5%	13 15.7%	11 13.3%	2 2.4%
SECONDARY	125	10 8.0%	53 42.4%	29 23.2%	15 12.0%	15 12.0%	3 2.4%

46. AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY IMPLEMENTATION OF AT LEAST ONE ELEMENT OF LESSON DESIGN.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	231	48 20.8%	100 43.3%	20 8.7%	28 12.1%	21 9.1%	14 6.1%
ELEMENTARY	127	34 26.8%	61 48.0%	9 7.1%	13 10.2%	6 4.7%	4 3.1%
JR HIGH	31	8 25.8%	10 32.3%	3 9.7%	2 6.5%	4 12.9%	4 12.9%
HIGH SCH	73	6 8.2%	29 39.7%	8 11.0%	13 17.8%	11 15.1%	6 8.2%
SECONDARY	104	14 13.5%	39 37.5%	11 10.6%	15 14.4%	15 14.4%	10 9.6%

47. AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY USE OF AT LEAST ONE FACTOR OF MOTIVATION THEORY.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	226	39 17.3%	76 33.6%	25 11.1%	44 19.5%	25 11.1%	17 7.5%
ELEMENTARY	114	24 21.1%	42 36.8%	12 10.5%	20 17.5%	10 8.8%	6 5.3%
JR HIGH	42	9 21.4%	13 31.0%	7 16.7%	7 16.7%	5 11.9%	1 2.4%
HIGH SCH	70	6 8.6%	21 30.0%	6 8.6%	17 24.3%	10 14.3%	10 14.3%
SECONDARY	112	15 13.4%	34 30.4%	13 11.6%	24 21.4%	15 13.4%	11 9.8%

55. I HAVE APPLIED PROJECT BEST INFORMATION ON LESSON DESIGN TO MY CLASSROOM INSTRUCTION.
A. USUALLY B. OFTEN C. SOMETIMES D. SELDOM E. NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	229	66 28.8%	78 34.1%	71 31.0%	9 3.9%	5 2.2%
ELEMENTARY	124	44 35.5%	44 35.5%	32 25.8%	2 1.6%	2 1.6%
JR HIGH	32	11 34.4%	12 37.5%	8 25.0%	1 3.1%	0 0.0%
HIGH SCH	73	11 15.1%	22 30.1%	31 42.5%	6 8.2%	3 4.1%
SECONDARY	105	22 21.0%	34 32.4%	39 37.1%	7 6.7%	3 2.9%

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56. I HAVE APPLIED PROJECT BEST INFORMATION ON MOTIVATION THEORY TO MY CLASSROOM INSTRUCTION.
A. USUALLY B. OFTEN C. SOMETIMES D. SELDOM E. NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	250	63 25.2%	87 34.8%	86 34.4%	9 3.6%	5 2.0%
ELEMENTARY	144	42 29.2%	58 40.3%	40 27.8%	3 2.1%	1 0.7%
JR HIGH	38	11 28.9%	14 36.8%	10 26.3%	2 5.3%	1 2.6%
HIGH SCH	68	10 14.7%	15 22.1%	36 52.9%	4 5.9%	3 4.4%
SECONDARY	106	21 19.8%	29 27.4%	46 43.4%	6 5.7%	4 3.8%

57. I ATTENDED THE AUGUST 23 PROJECT BEST WORKSHOP ON THE FIRST 4 ELEMENTS OF LESSON DESIGN AT MY CAMPUS.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	589	550 93.4%	39 6.6%
ELEMENTARY	330	302 91.5%	28 8.5%
JR HIGH	88	84 95.5%	4 4.5%
HIGH SCH	171	164 95.9%	7 4.1%
SECONDARY	259	248 95.8%	11 4.2%

58. I ATTENDED THE SEPT. 26 PROJECT BEST WORKSHOP ON THE LAST 3 ELEMENTS OF LESSON DESIGN AT MY CAMPUS.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	592	555 93.8%	37 6.3%
ELEMENTARY	330	309 93.6%	21 6.4%
JR HIGH	88	83 94.3%	5 5.7%
HIGH SCH	174	163 93.7%	11 6.3%
SECONDARY	262	246 93.9%	16 6.1%

59. I ATTENDED THE OCT. 26 PROJECT BEST WORKSHOP ON MOTIVATION AT MY CAMPUS.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	592	544 91.9%	48 8.1%
ELEMENTARY	332	305 91.9%	27 8.1%
JR HIGH	86	78 90.7%	8 9.3%
HIGH SCH	174	161 92.5%	13 7.5%
SECONDARY	260	239 91.9%	21 8.1%

PLUS
Project BEST has made me a more effective classroom teacher.

PLUS: SA → SD
Project BEST has:
1. Made me a more effective classroom teacher
2. Reinforced my teaching skills
3. Taught me new skills

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Recommended for spring

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSES TO THE FALL 1984 ADMINISTRATOR SURVEY (3 ideas)

1. PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.
   A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
   B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	58	13 22.4%	33 56.9%	7 12.1%	4 6.9%	1 1.7%	0 0.0%
ELEMENTARY	33	8 24.2%	20 60.6%	3 9.1%	1 3.0%	1 3.0%	0 0.0%
JR HIGH	10	2 20.0%	7 70.0%	0 0.0%	1 10.0%	0 0.0%	0 0.0%
HIGH SCH	15	3 20.0%	6 40.0%	4 26.7%	2 13.3%	0 0.0%	0 0.0%
SECONDARY	25	5 20.0%	13 52.0%	4 16.0%	3 12.0%	0 0.0%	0 0.0%

2. THE PROJECT BEST TRAINERS WERE WELL PREPARED.
   A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
   B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	44	14 31.8%	24 54.5%	5 11.4%	0 0.0%	0 0.0%	1 2.3%
ELEMENTARY	22	8 36.4%	10 45.5%	4 18.2%	0 0.0%	0 0.0%	0 0.0%
JR HIGH	9	3 33.3%	5 55.6%	0 0.0%	0 0.0%	0 0.0%	1 11.1%
HIGH SCH	13	3 23.1%	9 69.2%	1 7.7%	0 0.0%	0 0.0%	0 0.0%
SECONDARY	22	6 27.3%	14 63.6%	1 4.5%	0 0.0%	0 0.0%	1 4.5%

3. I LIKE THE WAY PROJECT BEST INFORMATION WAS SHARED (VIDEOTAPES, PRESENTERS, EXERCISES).
   A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
   B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	58	9 15.5%	37 63.8%	8 13.8%	4 6.9%	0 0.0%	0 0.0%
ELEMENTARY	34	5 14.7%	21 61.8%	6 17.6%	2 5.9%	0 0.0%	0 0.0%
JR HIGH	10	2 20.0%	7 70.0%	0 0.0%	1 10.0%	0 0.0%	0 0.0%
HIGH SCH	14	2 14.3%	9 64.3%	2 14.3%	1 7.1%	0 0.0%	0 0.0%
SECONDARY	24	4 16.7%	16 66.7%	2 8.3%	2 8.3%	0 0.0%	0 0.0%

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9. PROJECT BEST HAS HELPED ME RECOGNIZE THE ELEMENTS OF GOOD TEACHING.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	49	24 49.0%	17 34.7%	3 6.1%	4 8.2%	0 0.0%	1 2.0%
ELEMENTARY	20	12 60.0%	7 35.0%	1 5.0%	0 0.0%	0 0.0%	0 0.0%
JR HIGH	11	5 45.5%	3 27.3%	0 0.0%	2 18.2%	0 0.0%	1 9.1%
HIGH SCH	18	7 38.9%	7 38.9%	2 11.1%	2 11.1%	0 0.0%	0 0.0%
SECONDARY	29	12 41.4%	10 34.5%	2 6.9%	4 13.8%	0 0.0%	1 3.4%

5. PROJECT BEST HAS IMPROVED MY INSTRUCTIONAL LEADERSHIP SKILLS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	46	15 32.6%	23 50.0%	7 15.2%	1 2.2%	0 0.0%	0 0.0%
ELEMENTARY	26	8 30.8%	16 61.5%	2 7.7%	0 0.0%	0 0.0%	0 0.0%
JR HIGH	6	2 33.3%	3 50.0%	1 16.7%	0 0.0%	0 0.0%	0 0.0%
HIGH SCH	14	5 35.7%	4 28.6%	4 28.6%	1 7.1%	0 0.0%	0 0.0%
SECONDARY	20	7 35.0%	7 35.0%	5 25.0%	1 5.0%	0 0.0%	0 0.0%

Other's I have provided instructional feedback to staff this year than last because of Project BEST.

10. AISD STAFF NEED THE CONTENT AND STRATEGIES OF PROJECT BEST.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	57	32 56.1%	20 35.1%	4 7.0%	1 1.8%	0 0.0%	0 0.0%
ELEMENTARY	29	16 55.2%	9 31.0%	3 10.3%	1 3.4%	0 0.0%	0 0.0%
JR HIGH	9	5 55.6%	4 44.4%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
HIGH SCH	19	11 57.9%	7 36.8%	1 5.3%	0 0.0%	0 0.0%	0 0.0%
SECONDARY	28	16 57.1%	11 39.3%	1 3.6%	0 0.0%	0 0.0%	0 0.0%

Comment # 48, 44, 50, 1, 52

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Project BEST

Appendix B

STAFF DEVELOPMENT EVALUATIONS

PROJECT BEST
STAFF DEVELOPMENT EVALUATIONS

Purpose

Staff development evaluations provided information for the following questions.

Decision Question D1: Should Project BEST be continued as is, modified, or discontinued?

Evaluation Question D1-1. To what extent was Project BEST implemented? Did staff receive training as planned?

Procedure

A standard form is used by the Office of Staff Development to rate participant satisfaction with training sessions. Teachers were asked to complete such forms at the end of the two lesson design and one motivation workshop. The Data Processing Department prepared summaries of the number and percent of respondents giving each option as well as average responses. The first and second session of lesson design were combined in the summary. Administrator's evaluation ratings were ready in summary form only for the motivation session. Lesson design forms were collected but not summarized by Data Processing as this report went to press. ORE obtained the summaries from the Office of Staff Development. Mean ratings for sessions across questions were calculated by hand by the District Priorities' evaluator.

Results

Evaluation Question D1-1. To what extent was Project BEST implemented? Did staff receive training as planned?

Evaluation Question D1-2. Did staff consider the quantity and quality of the training adequate?

Teacher Ratings of Sessions

Figure B-1 shows the summary obtained from staff development. Mean teacher ratings for sessions at each level were as follows (on a five point scale with five as high and one as low):

Level	Lesson Design	Motivation	Both
Elementary	4.63	4.67	4.65
Junior High	4.30	4.36	4.32
Senior High	4.51	4.40	4.47
Total	4.56	4.59	4.58

As the chart shows:

- All groups rated the sessions to be of high quality.
- Elementary teachers gave the BEST sessions the highest ratings, followed by senior high, and finally junior high teachers.
- The lesson design and motivation sessions were rated about the same in terms of quality.

The items receiving the highest and lowest average ratings for each group were as follows.

Level	Rated Highest	Rated Lowest
Elementary		
Lesson Design	4.72 Clarity of objectives	4.48 Effective use of audio-visual equipment
Motivation	4.73 Degree of organization 4.73 Clarity of objectives	4.56 Usefulness/relevance of content
Junior High		
Lesson Design	4.43 Clarity of objectives	4.21 Responsiveness to questions
Motivation	4.46 Ability to stay on task	4.13 Usefulness/relevance of content
Senior High		
Lesson Design	4.60 Ability to stay on task 4.60 Degree of organization	4.35 Usefulness/relevance of content
Motivation	4.54 Ability to stay on task	4.12 Usefulness/relevance of content

BEST sessions were given the highest ratings for clarity of objectives, ability to stay on task, and degree of organization.

The lowest ratings were received for usefulness/relevance of content (especially the motivation session). It should be noted that even the lowest ratings were above "four" on the five point scale.

Administrators' ratings on the motivation session are shown in Figure B-2. They also rated quality very high (4.4 on the average).

Figure B-1.

TEACHER RATINGS OF PROJECT BEST TRAINING SESSIONS. Fall sessions on lesson design and motivation were rated. (Information supplied by the Office of Staff Development)

84.45

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction

Office of Staff Development
& Student Teaching

TO: Persons Addressed

FROM: Yolanda Leo

DATE: December 17, 1984

SUBJECT: Teacher Evaluations of Project BEST

Attached you will find the tabulations of the teachers' evaluations of the three Project BEST campus sessions. The breakouts are as follows:

- Totals for First Session Elementary
  (Lesson Design Part I and Part II were combined)
- Totals for Second Session Elementary
- Totals for Both Sessions Elementary
- Totals for First Sesssion Jr. High
- Totals for Second Session Jr. High
- Totals for Both Sessions Jr. High
- Totals for First Session Senior High
- Totals for Second Session Senior High
- Totals for Both Sessions Senior High
- Totals for First Session All Schools
- Totals for Second Session All Schools
- Totals for Both Sessions All Schools

The information includes number of people responding in each of the 5 point categories, the percentage this represents and the average response for each question. With 5 being the highest rating please note that the average responses ranged as follows:

	Low		High
Elementary	4.48	.....	4.73
Jr. High	4.13	.....	~~4.43~~ 4.46 ns
Sr. High	4.12	.....	4.54

These calculations, of course, do not include the many comments on the evaluation sheets. These provide extremely valuable information. We are in the process of categorizing these comments into a usable form.

I think we "done good"!

YL/kl

Figure B-1. TEACHER RATINGS OF PROJECT BEST TRAINING SESSIONS. Fall sessions on lesson design and motivation were rated.

6100 GUADALUPE, AUSTIN, TEXAS 78752-4495 512/451-8411 Ext. 323, 324

IN-SERVICE EVALUATION QUESTIONNAIRE

Please complete each item and return to the session monitor as you leave the session.

A. SESSION IDENTIFICATION

Session Title: _____

Date: _____ Location: _____

Presenter(s): _____

B. YOUR POSITION/LOCATION

Job Title: ☐ Teacher ☐ Aide ☐ Administrator ☐ Other School # (See Back) _____

☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ Secondary ☐ All-level Elementary ☐ Other

C. PROGRAM/PRESENTER(S)

Please circle the number on the scale which best describes your assessment of the program/presenter.

		LOW				HIGH
1.	Degree of preparation	1	2	3	4	5
2.	Knowledge of content	1	2	3	4	5
3.	Responsiveness to questions	1	2	3	4	5
4.	Sensitivity to group needs	1	2	3	4	5
5.	Ability to stay on task	1	2	3	4	5
6.	Degree of organization	1	2	3	4	5
7.	Usefulness/relevance of content	1	2	3	4	5
8.	Clarity of objectives	1	2	3	4	5
9.	Effective use of audio-visual equip.	1	2	3	4	5
10.	Effective use of printed materials	1	2	3	4	5

D. FUTURE PLANNING

Please indicate whether or not you would like additional training on this subject.

☐ yes ☐ no

E. ADDITIONAL COMMENTS

Please add any questions, comments, or suggestions regarding this session and/or future requests.

_____

_____

_____

```
// TLBL CARDIN,'TESTMR05,W'
//_EXEC_,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR FIRST SESSION ELEMENTARY
      QUESTION  1:
   0003     0008     0084     0454     1105
   00%      00%      05%      27%      67%     AVERAGE RESPONSE: 4.60
      QUESTION  2:
   0001     0005     0060     0405     1181
   00%      00%      04%      25%      71%     AVERAGE RESPONSE: 4.67
      QUESTION  3:
   0003     0006     0094     0405     1130
   00%      00%      06%      25%      69%     AVERAGE RESPONSE: 4.61
      QUESTION  4:
   0001     0009     0096     0344     1199
   00%      01%      06%      21%      73%     AVERAGE RESPONSE: 4.65
      QUESTION  5:
   0000     0001     0063     0366     1219
   00%      00%      04%      22%      74%     AVERAGE RESPONSE: 4.69
      QUESTION  6:
   0002     0009     0077     0405     1162
   00%      01%      05%      24%      70%     AVERAGE RESPONSE: 4.64
      QUESTION  7:
   0004     0018     0104     0376     1143
   00%      01%      06%      23%      69%     AVERAGE RESPONSE: 4.60
      QUESTION  8:
   0000     0006     0060     0316     1269
   00%      00%      04%      19%      77%     AVERAGE RESPONSE: 4.72
      QUESTION  9:
   0023     0025     0141     0381     1043
   01%      02%      09%      24%      65%     AVERAGE RESPONSE: 4.48
      QUESTION 10:
   0001     0011     0080     0359     1193
   00%      01%      05%      22%      73%     AVERAGE RESPONSE: 4.66


                                              OVERALL AVERAGE = 4.63
```

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR SECOND SESSION ELEMENTARY
      QUESTION  1:
   0001     0004     0045     0366     1222
   00%      00%      03%      22%      75%      AVERAGE RESPONSE: 4.71
      QUESTION  2:
   0001     0003     0047     0375     1209
   00%      00%      03%      23%      74%      AVERAGE RESPONSE: 4.70
      QUESTION  3:
   0003     0009     0088     0366     1166
   00%      01%      05%      22%      71%      AVERAGE RESPONSE: 4.64
      QUESTION  4:
   0008     0017     0098     0347     1166
   00%      01%      06%      21%      71%      AVERAGE RESPONSE: 4.61
      QUESTION  5:
   0001     0002     0058     0330     1241
   00%      00%      04%      20%      76%      AVERAGE RESPONSE: 4.72
      QUESTION  6:
   0002     0002     0045     0335     1250
   00%      00%      03%      21%      76%      AVERAGE RESPONSE: 4.73
      QUESTION  7:
   0008     0019     0121     0378     1110
   00%      01%      07%      23%      68%      AVERAGE RESPONSE: 4.56
      QUESTION  8:
   0001     0006     0051     0313     1260
   00%      00%      03%      19%      77%      AVERAGE RESPONSE: 4.73
      QUESTION  9:
   0011     0014     0089     0363     1143
   01%      01%      05%      22%      71%      AVERAGE RESPONSE: 4.61
      QUESTION 10:
   0002     0010     0071     0355     1195
   00%      01%      04%      22%      73%      AVERAGE RESPONSE: 4.67


                                    OVERALL AVERAGE = 4.67
```

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K

   PROJECT BEST TRAINING INSTITUTE
   TOTALS FOR BOTH SESSIONS ELEMENTARY
        QUESTION  1:
     0004      0012      0129      0820      2327
     00%       00%       04%       25%       71%      AVERAGE RESPONSE: 4.65
        QUESTION  2:
     0002      0008      0107      0780      2390
     00%       00%       03%       24%       73%      AVERAGE RESPONSE: 4.68
        QUESTION  3:
     0006      0015      0182      0771      2296
     00%       00%       06%       24%       70%      AVERAGE RESPONSE: 4.63
        QUESTION  4:
     0009      0026      0194      0691      2365
     00%       01%       06%       21%       72%      AVERAGE RESPONSE: 4.63
        QUESTION  5:
     0001      0003      0121      0696      2460
     00%       00%       04%       21%       75%      AVERAGE RESPONSE: 4.71
        QUESTION  6:
     0004      0011      0122      0740      2412
     00%       00%       04%       22%       73%      AVERAGE RESPONSE: 4.68
        QUESTION  7:
     0012      0037      0225      0754      2253
     00%       01%       07%       23%       69%      AVERAGE RESPONSE: 4.58
        QUESTION  8:
     0001      0012      0111      0629      2529
     00%       00%       03%       19%       77%      AVERAGE RESPONSE: 4.72
        QUESTION  9:
     0034      0039      0230      0744      2186
     01%       01%       07%       23%       68%      AVERAGE RESPONSE: 4.54
        QUESTION 10:
     0003      0021      0151      0714      2388
     00%       01%       05%       22%       73%      AVERAGE RESPONSE: 4.66


                                                  OVERALL AVERAGE = 4.65
```

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR FIRST SESSION JUNIOR HIGH
       QUESTION  1:
    0003     0006     0047     0118     0148
    01%      02%      15%      37%      46%      AVERAGE RESPONSE: 4.24
       QUESTION  2:
    0002     0005     0050     0117     0150
    01%      02%      15%      36%      46%      AVERAGE RESPONSE: 4.25
       QUESTION  3:
    0003     0001     0053     0127     0133
    01%      00%      17%      40%      42%      AVERAGE RESPONSE: 4.21
       QUESTION  4:
    0002     0003     0059     0114     0144
    01%      01%      18%      35%      45%      AVERAGE RESPONSE: 4.22
       QUESTION  5:
    0000     0003     0036     0103     0181
    00%      01%      11%      32%      56%      AVERAGE RESPONSE: 4.43
       QUESTION  6:
    0001     0007     0048     0120     0147
    00%      02%      15%      37%      46%      AVERAGE RESPONSE: 4.25
       QUESTION  7:
    0006     0004     0043     0099     0164
    02%      01%      14%      31%      52%      AVERAGE RESPONSE: 4.30
       QUESTION  8:
    0001     0003     0033     0102     0184
    00%      01%      10%      32%      57%      AVERAGE RESPONSE: 4.43
       QUESTION  9:
    0001     0010     0048     0101     0162
    00%      03%      15%      31%      50%      AVERAGE RESPONSE: 4.28
       QUESTION 10:
    0002     0004     0045     0094     0173
    01%      01%      14%      30%      54%      AVERAGE RESPONSE: 4.35


                                                  OVERALL AVERAGE = 4.30
```

```
// TLBL CARDIN,'TESTMR05,W'
//_EXEC_,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR SECOND SESSION JUNIOR HIGH
      QUESTION  1:
   0000     0001     0021     0063     0098
   00%      01%      11%      34%      54%      AVERAGE RESPONSE: 4.40
      QUESTION  2:
   0000     0002     0025     0059     0097
   00%      01%      14%      32%      53%      AVERAGE RESPONSE: 4.37
      QUESTION  3:
   0000     0003     0024     0056     0098
   00%      02%      13%      31%      54%      AVERAGE RESPONSE: 4.37
      QUESTION  4:
   0002     0003     0025     0054     0098
   01%      02%      14%      30%      54%      AVERAGE RESPONSE: 4.33
      QUESTION  5:
   0000     0001     0023     0049     0109
   00%      01%      13%      27%      60%      AVERAGE RESPONSE: 4.46
      QUESTION  6:
   0000     0004     0020     0050     0108
   00%      02%      11%      27%      59%      AVERAGE RESPONSE: 4.43
      QUESTION  7:
   0005     0013     0023     0053     0088
   03%      07%      13%      29%      48%      AVERAGE RESPONSE: 4.13
      QUESTION  8:
   0001     0003     0019     0054     0103
   01%      02%      11%      30%      57%      AVERAGE RESPONSE: 4.41
      QUESTION  9:
   0000     0002     0031     0048     0102
   00%      01%      17%      26%      56%      AVERAGE RESPONSE: 4.36
      QUESTION 10:
   0002     0001     0031     0049     0100
   01%      01%      17%      27%      55%      AVERAGE RESPONSE: 4.33


                                                OVERALL AVERAGE = 4.36
```

Figure B-1. (Page 8 of 14)

```
// TLBL CARDIN,'TESTMR05,h'
// EXEC ,SIZE=120K

PROJECT BEST TRAINING INSTITUTE
TOTALS FOR BOTH SESSIONS JUNIOR HIGH
     QUESTION  1:
 0003     0007     0068     0181     0246
 01%      01%      13%      36%      49%      AVERAGE RESPONSE: 4.30
     QUESTION  2:
 0002     0007     0075     0176     0247
 00%      01%      15%      35%      49%      AVERAGE RESPONSE: 4.29
     QUESTION  3:
 0003     0004     0077     0183     0231
 01%      01%      15%      37%      46%      AVERAGE RESPONSE: 4.27
     QUESTION  4:
 0004     0006     0084     0168     0242
 01%      01%      17%      33%      48%      AVERAGE RESPONSE: 4.26
     QUESTION  5:
 0000     0004     0059     0152     0290
 00%      01%      12%      30%      57%      AVERAGE RESPONSE: 4.44
     QUESTION  6:
 0001     0011     0068     0170     0255
 00%      02%      13%      34%      50%      AVERAGE RESPONSE: 4.32
     QUESTION  7:
 0011     0017     0066     0152     0252
 02%      03%      13%      31%      51%      AVERAGE RESPONSE: 4.23
     QUESTION  8:
 0002     0006     0052     0156     0287
 00%      01%      10%      31%      57%      AVERAGE RESPONSE: 4.43
     QUESTION  9:
 0001     0012     0079     0149     0264
 00%      02%      16%      30%      52%      AVERAGE RESPONSE: 4.31
     QUESTION 10:
 0004     0005     0076     0143     0273
 01%      01%      15%      29%      54%      AVERAGE RESPONSE: 4.34


                                              OVERALL AVERAGE = 4.32
```

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR FIRST SESSION SENIOR HIGH
      QUESTION  1:
  0001     0000     0036     0153     0298
  00%      00%      07%      31%      61%     AVERAGE RESPONSE: 4.53
      QUESTION  2:
  0001     0001     0029     0161     0294
  00%      00%      06%      33%      60%     AVERAGE RESPONSE: 4.53
      QUESTION  3:
  0000     0008     0054     0138     0271
  00%      02%      11%      29%      58%     AVERAGE RESPONSE: 4.42
      QUESTION  4:
  0001     0008     0049     0132     0294
  00%      02%      10%      27%      61%     AVERAGE RESPONSE: 4.46
      QUESTION  5:
  0000     0002     0032     0122     0331
  00%      00%      07%      25%      68%     AVERAGE RESPONSE: 4.60
      QUESTION  6:
  0000     0002     0021     0144     0314
  00%      00%      04%      30%      65%     AVERAGE RESPONSE: 4.60
      QUESTION  7:
  0005     0006     0060     0153     0256
  01%      01%      13%      32%      53%     AVERAGE RESPONSE: 4.35
      QUESTION  8:
  0000     0003     0037     0130     0314
  00%      01%      08%      27%      65%     AVERAGE RESPONSE: 4.55
      QUESTION  9:
  0002     0004     0047     0135     0299
  00%      01%      10%      29%      61%     AVERAGE RESPONSE: 4.48
      QUESTION 10:
  0001     0003     0033     0138     0308
  00%      01%      07%      29%      64%     AVERAGE RESPONSE: 4.55


                                              OVERALL AVERAGE = 4.51
```

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR SECOND SESSION SENIOR HIGH
      QUESTION  1:
   0000     0001     0039     0136     0267
   00%      00%      09%      31%      60%      AVERAGE RESPONSE: 4.51
      QUESTION  2:
   0000     0002     0037     0165     0242
   00%      00%      08%      37%      54%      AVERAGE RESPONSE: 4.45
      QUESTION  3:
   0002     0007     0052     0159     0213
   00%      02%      12%      37%      49%      AVERAGE RESPONSE: 4.32
      QUESTION  4:
   0003     0017     0056     0122     0245
   01%      04%      13%      28%      55%      AVERAGE RESPONSE: 4.32
      QUESTION  5:
   0000     0005     0027     0135     0277
   00%      01%      06%      30%      62%      AVERAGE RESPONSE: 4.54
      QUESTION  6:
   0001     0001     0036     0135     0269
   00%      00%      08%      31%      61%      AVERAGE RESPONSE: 4.51
      QUESTION  7:
   0013     0017     0072     0139     0200
   03%      04%      16%      32%      45%      AVERAGE RESPONSE: 4.12
      QUESTION  8:
   0000     0004     0046     0145     0246
   00%      01%      10%      33%      56%      AVERAGE RESPONSE: 4.43
      QUESTION  9:
   0001     0006     0060     0118     0257
   00%      01%      14%      27%      58%      AVERAGE RESPONSE: 4.41
      QUESTION 10:
   0002     0010     0043     0143     0242
   00%      02%      10%      33%      55%      AVERAGE RESPONSE: 4.39


                                  OVERALL AVERAGE = 4.4
```

Figure B-1. (Page 11 of 14)

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR BOTH SESSIONS SENIOR HIGH
      QUESTION  1:
   0001     0001     0075     0289     0565
   00%      00%      08%      31%      61%      AVERAGE RESPONSE: 4.52
      QUESTION  2:
   0001     0003     0066     0326     0536
   00%      00%      07%      35%      58%      AVERAGE RESPONSE: 4.49
      QUESTION  3:
   0002     0015     0106     0297     0484
   00%      02%      12%      33%      54%      AVERAGE RESPONSE: 4.37
      QUESTION  4:
   0004     0025     0105     0254     0539
   00%      03%      11%      27%      58%      AVERAGE RESPONSE: 4.40
      QUESTION  5:
   0000     0007     0059     0257     0608
   00%      01%      06%      28%      65%      AVERAGE RESPONSE: 4.57
      QUESTION  6:
   0001     0003     0057     0279     0583
   00%      00%      06%      30%      63%      AVERAGE RESPONSE: 4.56
      QUESTION  7:
   0018     0023     0132     0292     0456
   02%      02%      14%      32%      50%      AVERAGE RESPONSE: 4.24
      QUESTION  8:
   0000     0007     0083     0275     0560
   00%      01%      09%      30%      61%      AVERAGE RESPONSE: 4.50
      QUESTION  9:
   0003     0010     0107     0253     0556
   00%      01%      12%      27%      60%      AVERAGE RESPONSE: 4.45
      QUESTION 10:
   0003     0013     0076     0281     0550
   00%      01%      08%      30%      60%      AVERAGE RESPONSE: 4.47


                                                OVERALL AVERAGE = 4.47
```

```
// TLBL CARDIN,'TESTMR05,W'
//_EXEC_,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR FIRST SESSION ALL SCHOOLS
      QUESTION  1:
   0007     0014     0167     0725     1551
   00%      01%      07%      29%      63%      AVERAGE RESPONSE: 4.54
      QUESTION  2:
   0004     C011     0139     0683     1625
   00%      00%      06%      28%      66%      AVERAGE RESPONSE: 4.58
      QUESTION  3:
   0006     0015     0201     0670     1534
   00%      01%      08%      28%      63%      AVERAGE RESPONSE: 4.52
      QUESTION  4:
   0004     0020     0204     0590     1637
   00%      01%      08%      24%      67%      AVERAGE RESPONSE: 4.56
      QUESTION  5:
   0000     0006     0131     0591     1731
   00%      00%      05%      24%      70%      AVERAGE RESPONSE: 4.64
      QUESTION  6:
   0003     0018     0146     0669     1623
   00%      01%      06%      27%      66%      AVERAGE RESPONSE: 4.58
      QUESTION  7:
   0015     0028     0207     0628     1563
   01%      01%      08%      26%      64%      AVERAGE RESPONSE: 4.51
      QUESTION  8:
   0001     0012     0130     0548     1767
   00%      00%      05%      22%      72%      AVERAGE RESPONSE: 4.65
      QUESTION  9:
   0026     0039     C236     0617     1504
   01%      02%      10%      25%      62%      AVERAGE RESPONSE: 4.45
      QUESTION 10:
   0004     0018     0158     0591     1674
   00%      01%      06%      24%      68%      AVERAGE RESPONSE: 4.60


                                                OVERALL AVERAGE = 4.56
```

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K

  PROJECT BEST TRAINING INSTITUTE
  TOTALS FOR SECOND SESSION ALL SCHOOLS
      QUESTION  1:
  0001     0006     0105     0565     1587
  00%      00%      05%      25%      70%      AVERAGE RESPONSE: 4.64
      QUESTION  2:
  0001     0007     0109     0599     1548
  00%      00%      05%      26%      68%      AVERAGE RESPONSE: 4.62
      QUESTION  3:
  0005     0019     0164     0581     1477
  00%      01%      07%      26%      66%      AVERAGE RESPONSE: 4.56
      QUESTION  4:
  0013     0037     0179     0523     1509
  01%      02%      08%      23%      67%      AVERAGE RESPONSE: 4.53
      QUESTION  5:
  0001     0008     0108     0514     1627
  00%      00%      05%      23%      72%      AVERAGE RESPONSE: 4.66
      QUESTION  6:
  0003     0007     0101     0520     1627
  00%      00%      04%      23%      72%      AVERAGE RESPONSE: 4.66
      QUESTION  7:
  0026     0049     0216     0570     1398
  01%      02%      10%      25%      62%      AVERAGE RESPONSE: 4.44
      QUESTION  8:
  0002     0013     0116     0512     1609
  00%      01%      05%      23%      71%      AVERAGE RESPONSE: 4.64
      QUESTION  9:
  0012     0022     0180     0529     1502
  01%      01%      08%      24%      67%      AVERAGE RESPONSE: 4.55
      QUESTION 10:
  0006     0021     0145     0547     1537
  00%      01%      06%      24%      68%      AVERAGE RESPONSE: 4.59


                                              OVERALL AVERAGE = 4.59
```

```
// TLBL CARDIN,'TESTMR05,W'
// EXEC ,SIZE=120K
```

PROJECT BEST TRAINING INSTITUTE
TOTALS FOR BOTH SESSIONS ALL SCHOOLS

QUESTION 1:					
0008	0020	0272	1290	3138	
00%	00%	06%	27%	66%	AVERAGE RESPONSE: 4.59
QUESTION 2:					
0005	0018	0248	1282	3173	
00%	00%	05%	27%	67%	AVERAGE RESPONSE: 4.60
QUESTION 3:					
0011	0034	0365	1251	3011	
00%	01%	08%	27%	64%	AVERAGE RESPONSE: 4.54
QUESTION 4:					
0017	0057	0383	1113	3146	
00%	01%	08%	24%	67%	AVERAGE RESPONSE: 4.55
QUESTION 5:					
0001	0014	0239	1105	3358	
00%	00%	05%	23%	71%	AVERAGE RESPONSE: 4.65
QUESTION 6:					
0006	0025	0247	1189	3250	
00%	01%	05%	25%	69%	AVERAGE RESPONSE: 4.62
QUESTION 7:					
0041	0077	0423	1198	2961	
01%	02%	09%	25%	63%	AVERAGE RESPONSE: 4.48
QUESTION 8:					
0003	0025	0246	1060	3376	
00%	01%	05%	23%	72%	AVERAGE RESPONSE: 4.65
QUESTION 9:					
0038	0061	0416	1146	3006	
01%	01%	09%	25%	64%	AVERAGE RESPONSE: 4.50
QUESTION 10:					
0010	0039	0303	1138	3211	
00%	01%	06%	24%	68%	AVERAGE RESPONSE: 4.59

OVERALL AVERAGE = 4.58

PROJECT BEST INSERVICE - MOTIVATION

Session Evaluation Results
Administrators

SESSION LEADERS : TOTAL OF ALL SESSIONS

179 returned evaluations

		AVERAGE FOR SESSION (out of possible 5.0)
1.	Degree of preparation	4.5
2.	Knowledge of content	4.4
3.	Responsiveness to questions	4.3
4.	Sensitivity to group needs	4.3
5.	Ability to stay on task	4.5
6.	Degree of organization	4.4
7.	Usefulness/relevance of content	4.5
8.	Clarity of objectives	4.4
9.	Effective use of audio-visual equipment	4.4
10.	Effective use of printed materials	4.5

COMMENTS:

- Change handout #3!
- Good presentation!
- Handout #3, Using Cloze Technique Value, distracts from what's important.
- I wish we weren't so rushed in doing all of this!
- Good information.
- The presenters were well-prepared and did an excellent job.
- Presenters did a good job; enjoyed it tremendously!!
- I was very pleased when Verginia Stevens dignified a response that was not correct--it was a perfect use of BEST.
- Please don't read the transparencies or script to us.
- Time constraints really limit flexibility.
- Noise level was a little high.
- Packaged presentations are not very motivating.

Figure B-2. ADMINISTRATOR'S RATINGS OF MOTIVATION SESSION. Comments also included. (Page 1 of 4)

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Total of all Sessions Comments, continued

- Mr. Perez did real well!
- Appropriate for group needs.
- No preparation by presenters; we could have read at home.
- Very good!
- Very well prepared and presented. Of great value.
- No modeling by presenters.
- You didn't model.
- I am glad this was abbreviated. These things are so self-explained, just a brief overview is all that is needed.
- A helpful overview. The quick timing was effective. We experienced at taste.
- Very good presentation. Very helpful suggestions for our own presentations.
- Very good job, Estella! Ruth, you are a master teacher and it is wonderful to see you--an assistant superintendent doing this with us. Thank you both.
- Group next to us a little too loud.
- Open area environment had distractions from group next door; leader was sensitive to suggest we move closer.
- It was easier to follow and understand since the content organization is familiar to lesson design. I enjoyed it--helpful!
- Ms. Wills did not make her objectives clear for the activities which she presented. I could not follow the first half of the presentation with ease.
- Helpful and well-done; also informative.
- Enjoyed the presentation. Room too cold.
- Well done. Time passed very quickly.
- Both presenters did a super job.
- Five factors on film; six in presentation and literature is confusing.
- Where's the beef? There should be more time spent on the factors and clarity.
- John, I enjoyed your "paraphrasing" of information rather than reading. Your "role playing" added interest.
- Presenters were well-prepared and stayed on task.
- Very positive.
- Have the next session in a room that isn't so cold; it was not very motivational.

Figure B-2. (Page 2 of 4)

Total of all Sessions Comments, continued

- Very good particularly Penny who consistently brought in the factor or difference in students and people in general.
- The materials were very well prepared and sequenced.
- The materials are great! Thank you for focusing on instruction.
- Appreciate the time and effort to share the "how to" with us.
- They followed the text but related the examples and information to us very well. It's the best presentation that I've attended on this subject. They were good.
- We appreciate your energy into this inservice.
- Good job! Both really knew their stuff!
- A very comfortable session. Coverage of subject matter very good.
- I believe we should make an extra effort to make lesson design, motivation, and reinforcement work together or interrelate.
- Just hope I have sufficient time to complete with my teachers.
- I appreciate the way you walked us through without belaboring the point.
- I feel this is too much information to be done all in one morning. It would probably help to divide this into two or three presentations.
- Appreciate the practice in what we'll present to faculty. Hope faculty will get to hear each presentation in various times, several times over the next three years. Everyone need to hear this at least five times for it to "stick." Good "feeling tone!"
- I appreciate your help in modeling the sessions that we will be doing on October 26.
- I appreciate the help.
- Very good presentation.
- Very well done within time limits.
- Your suggestions for presenting the workshop to teachers were helpful. You both did a super great job. Thank you for your preparation.
- Super presentation. Thank you! You kept it at a nice level and paced it well.
- Very good!
- Very appropriate information.

Figure B-2. (Page 3 of 4)

Total of all Sessions Comments, continued

- Thank you!
- Very good--organized extremely well.
- Super!
- You two were great! I enjoyed the session.

Figure B-2. (Page 4 of 4)

Project BEST

Appendix C

CHECK OF UNDERSTANDING

PROJECT BEST
CHECK OF UNDERSTANDING

Purpose

The "Check of Understanding" provided information on recognition of the elements of lesson design. This addressed two questions.

Decision Question D1. Should Project BEST be continued as is, modified, or discontinued?

Evaluation Question D1-1. To what extent was Project BEST implemented? Did staff receive training as planned?

Procedure

Teachers were asked to fill in the seven elements of lesson design during a Project BEST staff development session from memory as a check of understanding. The District Priorities evaluation associate checked a random sample of the forms to see how well teachers knew the elements. The rules for acceptable responses which follow were drawn up by the project evaluator and Coordinator of Elementary Staff Development.

- The elements did not have to be in order.
- Not accepted in place of anticipatory set were the words anticipator check, A.S., and attention.
- Stating the objective, setting the objective or just objective were acceptable but not behavior objective.
- Providing information, providing input, introducing material, presenting lesson, input and information were all acceptable; instruction was not acceptable.
- Modeling was okay but not role model.
- Checking for understanding, checking comprehension, and evaluation were acceptable. Understanding, feedback, and allowing input from students were not.
- Guiding practice, monitoring (initial, optional) practice were correct but not just practice or G.P.
- Independent or individual practice and independent study were all right but independent or I.P. were not acceptable.

84.45

Results

The total number of questionnaires checked was 253. The chart below shows the number of teacher identifying various numbers of elements correctly.

NUMBER OF ELEMENTS	TEACHERS IDENTIFYING CORRECTLY		
	NUMBER	PERCENT	CUMULATIVE %
0	0	--	0
1	4	1.6	1.6
2	3	1.2	2.8
3	3	1.2	4.0
4	12	4.7	8.7
5	10	4.0	12.7
6	21	8.3	21.0
7	200	79.0	100.0

Thus, over three fourths of the teachers identified all seven elements of lesson design.. Only 4% knew three or fewer elements.

Figure C-1 provides more results; this memorandum was shared with the evaluation subcommittee of the Administrative Leadership Committee in November.

84.45

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 19, 1984

TO: Persons Addressed

FROM: Nancy Schuyler

SUBJECT: Lesson Design Review

We have good news on Project BEST!

As a check of understanding, teachers were asked to list the seven elements of lesson design during the recent staff development session on motivation. A random sample of 253 questionnaires were checked. We found that:

- Over three fourths of the teachers (79.1%) knew all seven of the elements of lesson design,
- 18.2% knew three to six of the elements,
- Very few (2.6%) knew only one or two of the elements.

This information is to be included in the February Staff Development newsletter (the next issue is already set). Staff Development may also have tabulations of session ratings ready at that time. You might announce this at the next Administrative Leadership Committee meeting if one is scheduled before then.

If you think staff could use some good news before February, call me at 458-1228. It could be announced in ADMinformation.

P.S. We found that 91% of the teachers mastered lesson design at a 70% level or better (5, 6, or 7 elements correct)!

Persons Addressed: Ruth MacAllister, Yolanda Leo, Freda Holley, Michael Hydak, Mike Pool, Mike Perez

APPROVED: _____
Director, Research and Evaluation

Figure C-1. LESSON DESIGN CHECK OF UNDERSTANDING. Memorandum sharing results.

Project BEST

Appendix D

BEST OBSERVATIONS

PROJECT BEST
BEST OBSERVATIONS

Purpose

BEST walk-through observations provided information for the following questions.

Decision Question D1. Should Project BEST be continued as is, modified, or discontinued?

Evaluation Question D1-1. To what extent was Project BEST implemented? Did staff receive training as planned?

Procedure

After the optional June BEST orientation workshop administrators requested walk-through observation pads (with small NCR carbonless forms) on which to give feedback to teachers after informal observations. A memorandum from Ruth MacAllister August 2 to all principals, assistant principals, and coordinators indicated that, "These forms will be effective if used to reinforce the appropriate use of lesson design and motivation theory which are the focus of Project BEST for 1984-85." Administrators were also told they could use the forms to comment on other classroom activities not necessarily related to BEST. Forms are blank except for the teacher's name, date, the administrator's name, and the notation Basic Effective Strategies for Teaching. A junior high assistant principal turned in some alternate forms used the fall that had elements of lesson design listed (plus other things) which could be checked off if observed--space was also provided for comments. Use of these forms was discontinued during the year--they were considered too specific to use this early in implementation.)

The following steps were taken in evaluating whether administrators noted use of lesson design elements and motivational factors in walk through observations.

1. A random 20% sample of elementary schools, 20% of secondary school administrators, and 20% of the regular instructional coordinators was selected for the sample. This included 17 elementary and 18 secondary administrators.

2. The memorandum shown in Attachment D-1 was sent March 25, 1985 asking those selected to send in walk-through observations completed.

3. Response rates were low--particularly at the secondary level. A sample of nonrespondents was called.

Reasons given for not responding were varied. At the elementary level, one person indicated she did not use them because they had to be positive; another said she did not have time to pull them from each teacher's folder but would try. Another principal had left the District.

At the secondary level, many nonrespondents indicated that they were not encouraged by Secondary Education to use the forms until teachers were more comfortable with BEST concepts--most had therefore not used them. The Assistant Superintendent for Secondary Education indicated use of the forms was only discouraged in terms of any negative impact they could have on evaluations. Some nonrespondents indicated they did not have time to do both walk-through and formal observations so they concentrated on the formal ones. One assistant principal had become principal at another school; the old school indicated his files were difficult to get to because of construction.

The load on everyone this year was very heavy with new State legislation--this may have also played a part in low response rates.

Several in the sample indicated they had mentioned BEST concepts in formal observations and would be happy to send them. However, a decision had been made not to use these for confidentiality and other reasons (they are used for personnel evaluations which were in progress).

4. A substitute teacher content coded all observations; the evaluator reviewed them and retallied them as needed. Initial tabulation took about four hours; review took about two hours.

   The evaluator checked through one set initially to test the system and as a training tool. The teacher was given a Project BEST Overview of Instructional Practices guide to use as a reference in marking elements of lesson design and factors of motivation. Each time the name of an element or an approved substitute phrase (noted in Figure D-1) was found, it was tallied and underlined. The teacher also tallied use of a few key phrases related to an element or factor separately. Instances did occur in which administrators wrote about ideas presented in BEST but did not mention an element or factor specifically--these were not tallied. General notes were made regarding the types of information mentioned.

   The teacher resolved any questions she had with the evaluator (the evaluator also skimmed all observations afterwards).

5. A summary sheet showing responses at the elementary and secondary level was then created. Percentages of all responses of each type were computed with a hand calculator.

6. Administrators' observations were returned to the schools with the memorandum shown in Attachment D-2 and a tally of their responses only.

Results

Evaluation Question D1-1. To what extent was Project BEST implemented?

Return Rates

Level	Number Sampled	Responding Number	Responding Percent
Elementary	17	8	47%
Secondary	18	2	11%
Overall	35	10	29%

Roughly 20% of elementary and secondary school administrators and coordinators were surveyed.

Ten administrators sent in walk-through observations--eight elementary (representing twelve schools), one junior high, and one senior high.

The total number of observations sent in was 224 at the elementary level (ranging from five for one administrator to 55 for another). At the secondary level, 50 observations (43 junior high and 7 senior high) were returned; most were from fall, 1984.

Responses

Lesson Design. Figure D-1 summarizes the number of times lesson design elements and motivational factors were mentioned. The percentage of all elements and factors of each type is also noted. What can we conclude?

1. Administrators are incorporating BEST terminology within communications with teachers. Almost 60% of the elementary and 96% of the secondary observations received included a mention of one or more elements or factors.

2. Elements of lesson design were mentioned more often than factors of motivation (this was somewhat expected because motivation training was offered to teachers late in October after lesson design training and because almost all secondary observations were from the fall).

3. The pattern of responses was different at the elementary and secondary level (note small secondary sample). The list below ranks the frequency with which elements of lesson design were mentioned (from most to least frequent):

Secondary	Elementary
1. State objective (35%)	1. Modeling (29%)
2. Check understanding (23%)	2. Guided practice (19%)
3. Anticipatory set (18%)	3. Anticipatory set (14%)
4. Guided practice (14%)	4. Check understanding (14%)
5. Modeling (12%)	5. Input (13%)
6. Input (-)	6. Independent practice (9%)
7. Independent practice (-)	7. State objective (2%)

- We cannot really say whether this reflects these elements' occurrence in the classroom--it could indicate which elements administrators watch for most, believe are most important, find easiest to comment on, feel the most improvement is needed in, etc.

- It is interesting that anticipatory set, checking understanding, and guided practice were in the top four both for elementary and secondary. Stating objectives, on the other hand, was first for secondary and last for elementary administrators. Modeling ranked first for elementary but fifth for secondary. Input and independent practice were mentioned less frequently at both levels (especially at the secondary level).

- Nearly all of the comments pointed out how the teacher was incorporating elements of lesson design and why it was important. A few suggested ways elements could be incorporated.

Motivation. The two secondary administrators did not mention any motivational factors specifically, although feedback and positive reinforcement were mentioned a few times. Again, this could be because nearly all observations were done in the fall and the junior high form used listed elements of lesson design but not factors of motivation.

At the elementary level, the word "motivation" was mentioned 35 times. Factors are ranked below according to frequency (most to least frequent):

1. Feeling tone (34%)
2. Success (23%)
3. Interest (21%)
4. Concern (14%)
5. Knowledge of results (8%)
6. Intrinsic/extrinsic (0%)

Administrators often mentioned that the feeling tone in the classroom was excellent and promoted learning, that conveying children's success was motivating, that level of interest in the lesson was high. Few administrators specifically mentioned knowledge of results and no one mentioned intrinsic/extrinsic motivation. Administrators did, however, use other terms related to success and knowledge of results: feedback, praise, reinforcement, and incentive.

Other BEST Concepts. Administrators also mentioned:

- Use of effective questioning strategies (e.g. using signals to check understanding, calling first on students who probably know the answer, asking for a choral response),
- Communicating the "what and why" of the lesson (objective),
- Presenting well organized lessons,
- Providing opportunities for practice,
- Making sure students comprehend concepts,
- The importance of writing legibly.

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Name: Secondary (mostly fall observations) School: N=2 Level: 7-12 # Observations: 50 (43 jr. 7 sr.) # with one or more element or factor: 48 (96%)			Name: Elementary School: N=8 Resp. #Schools = 12 Level: K-6 # Observations: 224 # with one or more element or factor: 130 (58%)		
LESSON DESIGN:			LESSON DESIGN: 2		
1. Anticipatory Set (Setting the Stage)	15	17.9%	1. Anticipatory Set (Setting the Stage)	20	14.3%
2. Set Objective	29	34.5%	2. Set Objective	3	2.1%
3. Input (Providing Information)	-	-	3. Input (Providing Information)	18	12.9%
4. Modeling	10	11.9%	4. Modeling	40	28.6%
5. Check Understanding	19	22.6%	5. Check Understanding	19	13.6%
6. Guided Practice (Monitoring Performance)	11	14.0%	6. Guided Practice (Monitoring Performance)	27	19.3%
7. Independent Practice			7. Independent Practice	13	9.3%
Total:	84	100.9%	Total:	140	100.1%
MOTIVATION:			MOTIVATION: 35		
1. Success	-		1. Success	21	23.1%
2. Interest	-		2. Interest	19	20.9%
3. Feeling Tone	-		3. Feeling Tone	31	34.1%
4. Concern	-		4. Concern	13	14.3%
5. Knowledge of Results	-		5. Knowledge of Results	7	7.7%
6. Intrinsic/Extrinsic	-		6. Intrinsic/Extrinsic	-	-
Total:	0		Total:	91	
feedback 1 pos. rein: 5			setting the stage 3 feedback 14 reinforcement 2		incentive 1 signals 3 praise 14

Figure D-1. USE OF LESSON DESIGN AND MOTIVATION TERMS. Notes number of times the name of elements and factors were found in walk-through observations. The percentage of all mentions of each type is indicated.

84.45

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 25, 1985

TO: Principals, Assistant Principals, Coordinators Addressed

FROM: Nancy Schuyler

SUBJECT: Walk-Through Observations and Project BEST

One of the projects we are collecting information on this year is Project BEST. Most of the information on BEST's effectiveness will be taken from responses to the districtwide surveys sent out last fall and this spring. In addition, we will be looking for more concrete signs that Project BEST has had an impact on instructional leadership and teacher effectiveness by reviewing a sample of BEST walk-through observations. We will not review formal observations completed for teacher evaluation purposes.

As you may recall, last October we asked that you keep a copy of any BEST walk-through observations you completed this year. We would like to ask that you send these copies to us at this time. We realize they may be limited in number. If for some reason the copies are not available, call me at 458-1227. These will not be used for personnel evaluation. We will simply be reviewing them to count:

- The number of times lesson design elements and motivational factors are mentioned as occurring,
- The number of times suggestions for improvement are made regarding certain elements and factors.

Information will be summarized for the elementary, junior high, and senior high levels. The forms you send will be considered confidential and we will return them as soon as we are through.

We realize this approach is not perfect, but it will provide some information on the impact of Project BEST on leadership and instruction without disrupting classroom operations or causing you too much work.

Please send your forms to me at ORE (Adm. Bldg.) by April 2. We appreciate your help.

NS:lg

84.45

Memo to Principals, Assistant Principals, Coordinators Addressed
March 25, 1985
Page 2

Persons Addressed:

Elementary Principals and Assistant Principals at:

Allan
Becker
Bryker Woods
Campbell
Hill
Joslin
Mathews
Ortega
Pillow
Pleasant Hill
Sunset Valley
Williams
Zavala

Coordinators Addressed:

Emma Lea Mayton
Cecile Banks
Ana Salinas
Yolanda Rocha
Frances Nesmith

Junior High and Senior High Administrators:

R. Perez (Anderson)
B. Breihan (Austin)
B. Crist (Crockett)
T. Bellinger (LBJ)
R. Smith (Johnston)
E. Elliott (Lanier)
F. Lopez (McCallum)
J. Leonard (Reagan)
E. Vela (Travis)
W. Flowers (Travis)
K. Ewing (Bedichek)
N. Gonzalez (Burnet)
M. Smith (Fulmore)
G. Goethe (Martin)
M. Bera (O. Henry)
M. Ball (Porter)

APPROVED: _____
Director
Department of Management Information

APPROVED: Ruth MacAllister
Assistant Superintendent
Elementary Education

APPROVED: Freda Holley
Assistant Superintendent
Secondary Education

Attachment D-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Information Management
Office of Research and Evaluation

April 25, 1985

TO:

FROM: Nancy Schuyler

SUBJECT: BEST Walk-Through Observations

Thanks so much for sending in your walk-through observations. We have now finished our review. For your information only, we have attached a summary of the number of times you used specific BEST terms for the elements of lesson design and factors of motivation. Please note that:

- We did give credit for some parallel terms.
- You probably wrote about BEST ideas more often that this indicates -- this just reflects use of the names of elements and factors.
- We realize you used these forms for a variety of purposes.
- The blue we used should not photocopy.

Your report on BEST will simply reflect overall use of terms by elementary and secondary administrators. We'll try to note use of other kinds of BEST information in a general way. Information from survey responses and other data sources will also be included.

Thanks again.

NS:lg
Attachment

Project BEST

Appendix E

INSTRUCTIONAL NOMINATIONS

PROJECT BEST
INSTRUCTIONAL NOMINATIONS

Purpose

Nominations of schools for exemplary implementation of Project BEST were used in response to an information need.

> Information Need I5. Which schools implemented BEST in an exemplary manner?

Procedure

Early in May, the Assistant Superintendent for Elementary Education was asked via telephone to name the schools she believed had implemented Project BEST in an exemplary manner. She replied the next day.

At the secondary level, a memorandum was sent to the Assistant Superintendent for Secondary Education and Directors of Junior and Senior High asking for this information (see Attachment E-1). The Assistant Superintendent believed coordinators might be able to respond better (coordinators, however, tend to see only certain groups of teachers in each school). The Directors of Junior and Senior High did provide nominations of schools they felt implemented BEST in an exemplary way.

Results

Elementary and secondary staff did nominate some schools as implementing BEST in an exemplary way. However, staff did not feel very confident in their choices because of their limited observation of implementation at all campuses. They were afraid some schools who had done an excellent job may have been skipped. The nominations are on file at ORE but were not published for this reason. The elementary supervising principals plan to watch more closely for this next year.

Identification may allow comparisons of student and/or teacher achievements at these exemplary schools versus others in the system in the coming years. Of course, changes in principals and/or teachers must be considered.

Attachment E-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

May 14, 1985

TO: Freda Holley, Rodger Wiley, Gloria Williams

FROM: Nancy Schuyler

SUBJECT: BEST Implementation

One information need included in the BEST evaluation design asks:

Which schools implemented BEST in an exemplary manner?

I have already mentioned this to Sherilyn Howze, Yolanda Leo, and Michael Hydak, but they did not feel they had enough contact with all schools to address this need. Could you nominate some secondary schools you feel have really done a good job in implementing BEST this year?

This question was included with an eye towards the future. Because all schools have implemented the project, knowing which schools have done a particularly good job may make assessment of achievement impact more feasible.

Thanks for your help. Please let me know your nominations by May 24.

NS:lg

APPROVED: _____
Director
Department of Management Information

Project BEST

Appendix F

ACHIEVEMENT--TABS, ITBS, TAP

PROJECT BEST
ACHIEVEMENT--TABS, ITBS, TAP

Purpose

Achievement patterns were briefly reviewed in response to an information need.

Information Need I4. What was AISD's student achievement in 1983-84 and 1984-85?

Procedure

ITBS, TAP, and TABS results for 1984 and 1985 were reviewed based on Systemwide Testing's and State Compensatory Education's final report summaries (ORE Publication Nos. 84.58 and 84.25). This information provided a base line for possible future examination of BEST's impact on achievement.

Results

Rather than repeat information already available in ORE Report Numbers 84.58 and 84.25, the reader is directed to these reports. Composite scores from these reports are attached in Figures F-1 and F-2.

ITBS achievement is generally up slightly again this year, especially at the high school level. AISD students achieved above the national average consistently across grades 1-12 in all areas for the first time.

Overall, TABS mastery declined slightly between 1985 and 1984. However, TABS mastery declined in other large urban districts as well. The test appears to have been more difficult. Next year, the TABS will be replaced with the Texas Educational Assessment of Minimum Skills (TEAMS).

It is difficult to measure BEST's impact on achievement because it is being implemented in all schools. Instructional nominations of exemplary campuses, perhaps combined with teachers' and administrators' reports of use on the districtwide survey, may help in identifying a group which is implementing BEST in an exemplary way. If so, ITBS and TAP scores will be used because base line data is available, the tests are given annually to students, and the difficulty level does not vary from year to year.

		COMPOSITE SCORES					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	84	85	80	84	85
1	BLACK	43	49	50	1.65	1.75	1.77
	HISPANIC	46	51	52	1.69	1.80	1.83
	OTHER	73	77	77	2.40	2.54	2.54
	TOTAL	60	64	64	2.05	2.15	2.16
2	BLACK	37	46	46	2.48	2.73	2.72
	HISPANIC	35	47	49	2.42	2.76	2.82
	OTHER	72	72	74	3.51	3.51	3.56
	TOTAL	56	60	61	3.01	3.12	3.17
3	BLACK	29	45	44	3.14	3.66	3.64
	HISPANIC	35	51	49	3.32	3.88	3.80
	OTHER	69	77	74	4.48	4.77	4.67
	TOTAL	55	64	61	3.99	4.28	4.20
4	BLACK	25	39	39	3.86	4.37	4.36
	HISPANIC	34	46	46	4.17	4.63	4.63
	OTHER	70	71	72	5.60	5.64	5.70
	TOTAL	55	57	58	4.97	5.07	5.10
5	BLACK	29	39	39	4.83	5.30	5.32
	HISPANIC	32	43	44	5.01	5.49	5.56
	OTHER	67	72	72	6.57	6.78	6.81
	TOTAL	52	56	56	5.89	6.07	6.09
6	BLACK	21	34	37	5.37	6.01	6.16
	HISPANIC	26	41	42	5.61	6.34	6.38
	OTHER	65	70	71	7.51	7.77	7.78
	TOTAL	48	55	56	6.71	7.01	7.04
7	BLACK	18	36	35	5.75	6.80	6.78
	HISPANIC	23	40	41	6.09	7.06	7.08
	OTHER	65	73	70	8.40	8.78	8.65
	TOTAL	47	57	54	7.42	7.94	7.82
8	BLACK	18	33	37	6.57	7.53	7.79
	HISPANIC	25	42	41	7.04	8.11	8.04
	OTHER	66	76	75	9.40	9.98	9.90
	TOTAL	46	60	59	8.31	9.12	9.07

Figure F-1. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8 BY ETHNICITY, 1979-80, 1983-84, AND 1984-85, 1982 NORMS.

BEST COPY AVAILABLE

		COMPOSITE SCORES			
		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	84	85	84	85
9	BLACK	26	29	7.95	8.22
	HISPANIC	31	38	8.39	8.96
	OTHER	70	74	12.06	12.46
	TOTAL	53	56	10.28	10.57
10	BLACK	27	33	6.88	9.49
	HISPANIC	33	41	9.51	10.29
	OTHER	68	75	13.06	13.90
	TOTAL	55	62	11.61	12.41
11	BLACK	20	26	8.77	9.52
	HISPANIC	33	39	10.22	10.79
	OTHER	68	73	13.88	14.48
	TOTAL	55	61	12.45	13.17
12	BLACK	22	20	9.46	9.30
	HISPANIC	29	35	10.36	11.09
	OTHER	62	71	13.98	14.88
	TOTAL	48	57	12.51	13.41

Figure F-2. TAP MEDIAN PERCENTILES AND GRADE EQUIVALENT SCORES GRADES 9-12 BY ETHNICITY, 1983-84 AND 1984-85, 1982 NORMS.

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Project BEST

Appendix G

DISTRICT RECORDS

PROJECT BEST
DISTRICT RECORDS

Purpose

District records provided information on the nature of Project BEST and the following information need:

> Information Need I1. What training was required for administrators and teachers? What was optional?

Procedure

Information was gathered throughout the year on training sessions and attendance. Most information was shared by the Office of Staff Development and Student Teaching or the Department of Elementary Education.

The number of teachers and administrators who missed one or more training sessions was supplied by staff development. Their count was based on personnel records of those who were absent on the training session days or those not on staff as of the training dates. These counts are not perfect, however, since some administrators and professionals not invited to the training initially were counted in those not attending (but only if they were absent those days). An estimate was also available based on districtwide survey responses.

Results

Project Description

Project BEST is a long-range (three to five years) staff development program which emphasizes Basic Effective Strategies for Teaching. Sessions focus on ways to increase teachers' effectiveness in promoting student learning. Project BEST literature indicates that it:

- Recognizes and reinforces the GOOD TEACHING AISD already has in its classrooms.
- Puts the BEST OF EDUCATIONAL RESEARCH AND THEORY into practice as exemplified by Dr. Madeline Hunter and others.
- Provides training for all K-12 TEACHERS AND ADMINISTRATORS.
- Can be integrated into any presentation ON ANY SUBJECT AREA FOR ANY AGE GROUP.

- Provides administrators and teachers with the SAME TRAINING.
- Gives teachers and administrators a COMMON LANGUAGE.
- Gives teachers and administrators a way to THINK ABOUT AND PLAN FOR INSTRUCTION.
- Is "IN PLACE OF" not "on top of" some of the previous staff development efforts.
- Is a LONG RANGE PLAN (three to five years) and not a "one shot deal."
- Sets all training sessions during the REGULAR AISD STAFF DEVELOPMENT DAYS AND DURING SELECTED FACULTY MEETINGS.

During this first year, 1984-85, primary goals are to :

- Improve administrative instructional leadership skills, and
- Introduce teachers to the elements of lesson design and factors affecting motivation.

Training Sessions

The schedule of required and optional sessions for 1984-85, 1985-86, and 1986-87 is shown in Figure G-1. The only change for 1984-85 was the presentation of all motivation information to administrators in one workshop in the fall rather than three in the spring.

The Project BEST Writing Committee (administrators) prepared the materials for the workshops. They were piloted with the Teacher Review Committee before being presented to all administrators.

Campus-level administrators (some teamed with central administrators) then presented the material to the school faculties. Administrators were given inservice training packets as guides for the sessions (along with handouts and transparencies). Taped portions were viewed over Cable Channel 8 or videotape.

Required sessions were all held. Taped portions were later replayed on Cable 8. Schools also received materials for optional followup sessions on motivation. Followup information on Project BEST was also included in the Developments newsletter published periodically by Staff Development. However, optional follow-up sessions on additional topics (e.g. using the chalkboard, giving directions, effective examples, task analysis) were not developed in 1984-85. Planners hope to develop these modules next year. Tapes on some of the special topics listed were shown on Cable 8 in 1984-85.

Training Sessions

Survey results indicated the following percentages of teachers and campus administrators attended required sessions:

Personnel records indicated that, of the school administrators and professional staff, 219 had missed Lesson Design I, 218 had missed Lesson Design II, and 251 had missed Motivation. Some may have missed more than one session. Notices were sent to each campus indicating who had missed sessions and when makeups were available. In addition, 25 central staff were notified of sessions missed and makeup sessions available.

The original goal was to have all teachers and administrators attend Project BEST training. Those who missed sessions were sent notices in February of makeup sessions scheduled for June and August (see Attachment G-1 for a sample). Of the 688 notified:

- 477 (65%) signed up for makeup sessions;
- 129 (19%) indicated they had attended the session or made it up elsewhere (Region XIII or on a local campus);
- 62 (9%) had left AISD (retired or resigned);
- 45 (7%) did not respond.

This documentation system was not perfect because:

- All professionals' records were checked and not just teachers (other professionals could attend if they wanted to);
- Absences are not always recorded on the day taken;
- A few staff not reported absent may have skipped the sessions;
- A variety of makeup opportunities were available but accountability for attending was limited.

A "transcript" card similar to that used for time equivalence credit or a computerized attendance form might be considered for next year.

California Research on Madeline Hunter

A training program based on Madeline Hunter's work has been in operation in two schools in Napa/Vacaville, California since 1982-83 (1981-82 was a planning year). Jane Stallings and others evaluated project effectiveness (see references). Basic findings were that:

- Teachers' use of elements of lesson design did improve in both reading and mathematics. The twelve teachers in the schools all three years showed high implementation of strategies. It should be noted that teachers were implementing strategies to some extent even before training.

- Student engagement rates improved in both reading and mathematics.

- Student achievement improved in reading two years (1982-83 and 1983-84) and in mathematics 1982-83.

REFERENCES

Stallings, J. A. An evaluation of the Napa County Office of Education's follow through staff development effort to increase student learning time and achievement. Nashville: Vanderbilt University. Paper presented at the American Educational Research Association Meeting, New Orleans, April, 1984.

Robbins, P. The implementation of Madeline Hunter's instructional skills program in Napa, California: The project model, changes, costs and benefits. Napa, California: Napa County Office of Education. Paper presented at the American Educational Research Association Meeting, Chicago, April, 1985.

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REVISED DRAFT (3-22-84)

Project BEST

"Basic Effective Strategies for Teaching"

***Principles of Learning Sequence

Project BEST		
Basic Effective Strategies in Teaching		
LESSON DESIGN MOTIVATION THEORY PRACTICE THEORY	RETENTION THEORY REINFORCEMENT THEORY TRANSFER THEORY	EXTENDING STUDENT THINKING DIAGNOSIS AND EVALUATION IN TEACHING DIAGNOSIS AND EVALUATION OF TEACHING
1984-1985	1985-1986	1986-1987
Lesson Design Motivation Theory	Retention Theory Reinforcement Theory Practice Theory (Review Lesson Design)	Transfer Theory Extending Student Thinking Diagnosis and Evaluation in Teaching Diagnosis and Evaluation of Teaching (Administrators) (Review Lesson Design)
OPTIONAL FOLLOW-UP SESSIONS: Using the Chalkboard, Seatwork, Giving Directions, Script Taping		Teaching With a Film, Effective Examples, Contemplating, Task Analysis
TESA	TESA	TESA

***These principles of learning are based on the work of Dr. Madeline Hunter of the University of California at Los Angeles. They have been replicated worldwide at the elementary, secondary, and college levels.

1984-1985
STAFF DEVELOPMENT TIMELINE

June	July	August	September	October	Nov./Dec.	January	February	March	April
June 25-29 Results of Administrators		August 2-3 Administrators Workshop: Lesson Design 1, 2, 3	September 1-3 Hunter Institute (Principal/Teacher Team)	October 3-4 Hunter Institute (Principal/Teacher Team)		"Principals' Meeting *Motivation 1	Principals' Meeting *Motivation 2	Principals' Meeting *Motivation 3	
				Principals' Meeting **Motivation 1, 2					
ADMINISTRATORS AND COORDINATORS →						OPTIONAL FOLLOW-UP SESSIONS			
		August 23 (Th) District-Wide Staff Development: Lesson Design 1	September 28 After School Early Release: *Lesson Design 2, **Lesson Design 2, 3	After School Faculty Meeting: *Lesson Design 3		January 17 (Th) District-Wide Staff Development: *Motivation 1	After School Faculty Meeting: *Motivation 2		After School Faculty Meeting: *Motivation 3
				October 26 (Th) District-Wide Staff Development: **Motivation 1, 2					
TEACHERS →						OPTIONAL FOLLOW-UP SESSIONS			

*Elementary Only

**Secondary Only

Figure G-1. PROJECT BEST TRAINING SCHEDULE FOR 1984-85.

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MAR 6 1985
RESEARCH & EVALUATION

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction

Office of Staff Development
& Student Teaching

MEMORANDUM

TO: O. R. E. – Dr. Ligon

FROM: Mike Pool, Coordinator
Dr. Yolanda Leo, Associate Coordinator

THROUGH: Ruth MacAllister, Elementary Education
Dr. Freda Holley, Secondary Education

SUBJECT: Make-Up Sessions for 1984-1985 Project BEST

DATE: February 28, 1985

According to records provided us by the Department of Personnel, the following teachers missed the indicated 1985-1985 Project BEST training either because of absence or the fact that they were not hired as of that date.

August 23, 1984 AM, Lesson Design I

September 26, 1984 PM, Lesson Design II

October 26, 1984 AM, Motivation Theory

Make-up sessions for these topics are scheduled to provide these teachers an opportunity to acquire this required training. Attending the make-up sessions will bring them to the same level of the Project BEST training as other AISD teachers prior to beginning the 1985-1986 training.

Those attending these sessions may receive ½ day TESD credit per session. either regular or special education credit.

Over

6100 GUADALUPE, AUSTIN, TEXAS 78752-4495 512/451-8411 Ext. 323, 324

Page 2
Make-up Sessions for Project BEST
1984-85

The make-up sessions are scheduled as follows:

June 4, 1985

8:30 - 12:00 AM Session A - Lesson Design I
1:00 - 4:30 PM Session B - Lesson Design II

June 5, 1985

8:30 - 12:00 AM Session C - Lesson Design I
1:00 - 4:30 PM Session D - Lesson Design II

June 6, 1985

8:30 - 12:00 AM Session E - Motivation Theory
1:00 - 4:30 PM Session F - Motivation Theory

August 21, 1985

8:30 - 12:00 AM Session G - Lesson Design I
1:00 - 4:30 PM Session H - Lesson Design II

August 22, 1985

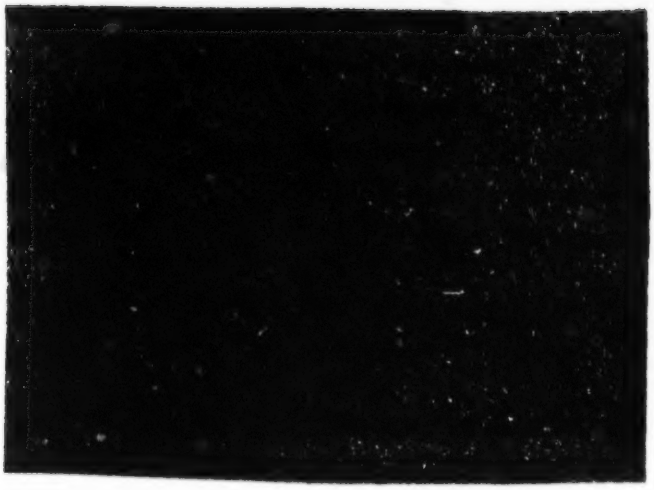
8:30 - 12:00 AM Motivation Theory

To enroll, teachers should call the Office of Staff Development, 451-8411, Ext. 322 and indicate which session(s) they will attend.

The location of the sessions will be determined later.

XC: Teachers listed

Mp/mab



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